REPORT RESUMES

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HANDBOOK ON ADULT EDUCATION IN CALIFORNIA.

BY- DEGABRIELE, EUGENE AND OTHERS

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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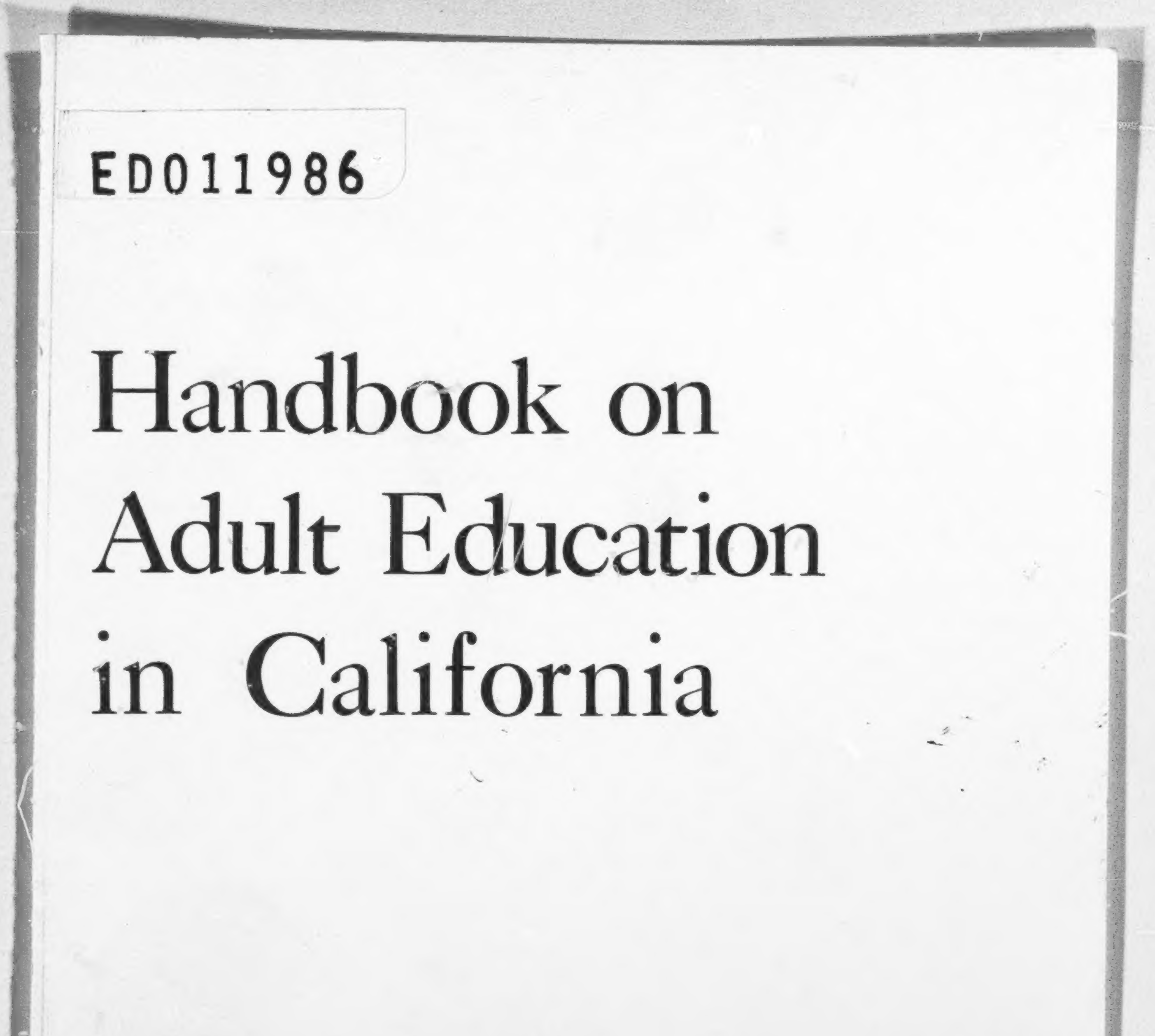
PUBLIC SCHOOL ADULT EDUCATION IN CALIFORNIA HAS DEVELOPED FROM A REMEDIAL AND ELEMENTARY PROGRAM TO ONE MEETING THE CONTINUING EDUCATIONAL NEEDS OF ADULTS. TO PROVIDE LEADERSHIP AND TO HELP SCHOOL ADMINISTRATORS SEEKING EXCELLENCE IN ADULT EDUCATION PROGRAMS, THE HANDBOOK HAS BEEN REVISED TO INCLUDE CHAPTERS ON FEDERAL AID, STANDARDS FOR PROGRAM PLANNING, ADMINISTRATION OF CLASSES ATTACHED TO DAY HIGH SCHOOLS OR JUNIOR COLLEGES, COURSE TITLES AND AREAS OF STUDY, REGULATIONS FOR PROGRAMS FOR PRISON INMATES, THE HANDICAPPED, HOSPITAL PATIENTS, AND COMMUNITY SERVICE, FINANCING ADULT EDUCATION, EMPLOYMENT OF TEACHERS, AND EVALUATION OF ADULT EDUCATION PROGRAMS. TABLES SHOW ENROLLMENTS BY SUBJECT FIELD AND TYPE OF SCHOOL. SECTIONS PERTINENT TO ADULT EDUCATION, SELECTED FROM THE EDUCATION CODE, THE HEALTH AND SAFETY CODE, AND THE CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION, AND SELECTED REFERENCES ARE APPENDED. (AJ)



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Handbook on Adult Education in California

CALIFORNIA
STATE DEPARTMENT OF EDUCATION

MAX RAFFERTY
Superintendent of Public Instruction

SACRAMENTO - 1966

AC 000 063

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HANDBOOK ON ADULT EDUCATION IN CALIFORNIA

Revised Edition

Prepared by
THE STAFF OF THE BUREAU OF ADULT EDUCATION

FOREWORD

The public schools in California have been offering educational opportunities to adults since 1856, when the first evening school in California was opened by the San Francisco Board of Education. In fact, California was one of the first states in the nation to establish a statewide program of adult education.

The educational opportunities available to adults today would have astonished those seeking an education even a generation ago. The scope of these educational opportunities is represented by an array of learning areas that reflects the complexity of modern living. Contemporary programs in adult education take into account the educational needs of adults as individuals and as responsible citizens of the community. Adults are responsible for carrying on all the functions of government; for maintaining economic stability; for maintaining a well-adjusted home and family life; and for providing the social, cultural, and spiritual environment for the present and future generations.

The program of public school adult education in California has developed from one that was primarily remedial and elementary to one that endeavors to meet the continuing educational needs of adults. To provide leadership and to help school administrators who are seeking excellence in adult education programs, the Bureau of Adult Education has once again revised the *Handbook on Adult Education in California.*

Max Rafferty

Superintendent of Public Instruction

PREFACE

The *Handbook on Adult Education in California* is periodically revised so that those responsible for adult education programs will have current and correct information to help them in their endeavors; the last revision of this handbook was in 1962. Chapters I, II, and III have been brought up to date. A chapter, "Federal Assistance to Adult Education," has been added to give useful information on federal acts that affect adult education. These acts include the Economic Opportunity Act, the Elementary and Secondary Education Act of 1965, the Federal Civil Defense Act of 1950, the Manpower Development and Training Act, the National Defense Education Act, the Social Security Act, and the Vocational Education Act of 1963, plus the George-Barden and Smith-Hughes acts that are closely tied in with the Vocational Education Act of 1963. Chapter V, "Administration of Adult Schools," is also an addition to the handbook.

Like the 1962 edition, the 1966 revision contains chapters on the administration of classes for adults attached to day high schools or junior colleges, financing adult education, regulations regarding employment of teachers in classes for adults, and evaluation of adult education programs. Sections pertinent to adult education have been selected from the Education Code, the Health and Safety Code, and the California Administrative Code, Title 5, Education, and appear in the handbook as appendixes A, B, and C. These sections were in effect at the time the handbook was prepared.

Responsibility for the revision of the *Handbook on Adult Education in California* is shared by members of the Bureau of Adult Education. Eugene M. DeGabriele, Consultant in Adult Education, served as chairman. We are grateful to Thomas F. Damon and the research committee of the California Association of Adult Education Administrators for helping to prepare the list of selected references.

PAUL F. LAWRENCE
Associate Superintendent of
Public Instruction; and Chief,
Division of Higher Education

STANLEY E. SWORDER
Chief, Bureau of
Adult Education

CONTENTS

Page
FOREWORD iii
PREFACE v

CHAPTER

I PUBLIC EDUCATION FOR ADULTS 1
II PROGRAM PLANNING, PROFESSIONAL STANDARDS 4
III POLICIES AND REGULATIONS FOR ESTABLISHING AND MAINTAINING CLASSES FOR ADULTS 6
  Adult Education Course Titles and Areas of Study 6
  Adult Education Programs 14
  Courses in Crafts and Decorative Arts, Vocational and Avocational 15
  Courses in Physical Education 16
  Approval of Forum and Lecture Series 17
  Classes for Adults in County Jails, Industrial Farms, and County or Joint County Road Camps 19
  Classes for Handicapped Adults 20
  Schools or Classes for Adults in County Tuberculosis or Polio Wards 21
  Classes Which May Not Be Maintained as Classes for Adults 21
  Community Service Classes 23
IV FEDERAL ASSISTANCE TO ADULT EDUCATION 25
  Economic Opportunity Act, Title II, Part B 25
  Elementary and Secondary Education Act of 1965 25
  Federal Civil Defense Act of 1950 27
  Manpower Development and Training Act 28
  National Defense Education Act 29
  Social Security Act 31
  Vocational Education Act of 1963 32
  George-Barden Act 33
  Smith-Hughes Act 33
V ADMINISTRATION OF ADULT SCHOOLS 35
  Administration 35
  Curriculum 36
  Certificates, Diplomas, and Guidance Services 37
  Operation 38
  Classes for Adults in Summer Sessions 39

CONTENTS—Continued

Page

VI ADMINISTRATION OF CLASSES FOR ADULTS ATTACHED TO DAY HIGH SCHOOLS OR JUNIOR COLLEGES 40
- Administration in a High School District 40
- Administration in a Junior College 40
- Curriculum 41
- Diplomas, Degrees, Certificates, and Guidance 42
- Operation 42
- Classes for Adults in Summer Session 43

VII FINANCING ADULT EDUCATION 45
- Budget, Attendance, and Enrollment Procedures 45
- State Apportionments 48
- Funds for Vocational Classes 48
- Tuition Charges and Fees 49
- Incidental Expense Account 49
- Sale of Materials to Students 49
- Student Body Funds 49
- Destruction of Records 50

VIII REGULATIONS REGARDING EMPLOYMENT OF TEACHERS IN CLASSES FOR ADULTS 51
- Credentials 51
- Tenure 54
- Sick Leave 54
- Retirement 55

IX EVALUATION 56
- Areas for Program Evaluation 56

APPENDIXES

- A Education Code Provisions Relating to Adult Education 60
- B Health and Safety Code Provisions Relating to Adult Education 71
- C Regulations of the California Administrative Code, Title 5, Education, Relating to Adult Education 72
- D Selected References 81

CHAPTER I

Public Education for Adults

Adult education serves a public composed of individuals who differ widely from one another in terms of educational interests, positions in the community, educational attainments, and ages. Education for adults is provided by the public schools through purposeful instruction conducted on an organized basis, and it is pursued by the learner in a systematic manner. The goals of adult education in California are to help adult students develop civic responsibility, realize their individual capacities, maintain effective human relationships, and become economically efficient.

Administrators of California schools plan and offer curriculums designed to meet the immediate needs as well as the long-range educational goals of adult students. Courses in which most adults enroll are related to their special occupational or community status; hence, instructional programs should be geared to the needs of these adults. (See tables 1 and 2 for a distribution of adult education enrollments.)

TABLE 1

DISTRIBUTION OF ADULT EDUCATION ENROLLMENTS ACCORDING TO SUBJECT FIELD

Subject field	Percent of total enrollment				
	1961–62	1962–63	1963–64	1964–65	1965–66
Elementary subjects	0.95	1.21	1.27	1.43	1.75
English	7.90	7.93	8.26	8.48	7.99
Foreign languages	5.24	5.43	5.20	4.96	5.86
Mathematics	4.47	4.73	5.08	5.61	3.87
Sciences	2.22	2.19	2.36	2.54	1.55
Social sciences	9.08	8.66	9.47	9.84	7.90
Americanization	5.71	6.51	6.41	6.18	7.29
Business education	16.93	16.61	16.96	17.15	14.82
Fine arts	6.58	7.15	6.85	6.86	8.30
Homemarking	8.11	7.63	7.41	6.90	9.29
Parent education	3.26	2.42	3.12	3.39	4.77
Industrial education and agriculture	14.45	14.75	14.27	13.46	10.25
Civic education and special fields	5.02	3.67	3.43	3.47	4.68
Crafts	3.46	3.93	3.57	3.38	4.58
Health and physical education	1.85	1.81	1.66	1.87	2.12
Forum and lecture series	4.77	5.37	4.68	4.48	4.98

TABLE 2

DISTRIBUTION OF ADULT EDUCATION ENROLLMENTS ACCORDING TO SUBJECT FIELD AND TYPE OF SCHOOL

Subject field	Number enrolled as of October, 1965				
	Adults schools	Adult education classes attached to day high schools	Junior college classes for adults	Junior college graded classes	Total
Elementary subjects	8,938	343	988	--	10,269
English	38,423	2,076	5,771	24,993	71,263
Foreign languages	24,561	2,057	7,698	6,658	40,974
Mathematics	18,590	1,166	2,892	17,150	39,798
Sciences	7,051	295	1,736	14,448	23,530
Social sciences	37,726	1,891	6,611	41,051	87,279
Americanization	36,565	1,467	4,611	160	42,803
Business education	70,891	4,665	11,152	46,605	133,313
Fine arts	36,305	2,384	9,353	11,819	60,361
Homemaking	42,300	3,397	8,648	2,221	56,566
Parent education	20,260	1,326	6,354	672	28,612
Industrial education and agriculture	45,018	3,571	11,366	47,139	107,094
Civic education and special fields	23,615	1,254	2,519	733	28,121
Crafts	20,752	1,345	4,702	575	27,374
Health and physical education	10,470	1,369	585	4,395	16,819
Forum and lecture series	15,683	186	13,287	--	29,156
Total	457,148	29,292	98,273	218,619	803,332

Through adult education programs offered in California's public schools, adults may pursue the following:

1. Education leading to an elementary education certificate, a high school diploma, or a junior college degree
2. Greater skill in reading, writing, spelling, and speaking and an increased knowledge of arithmetic
3. Knowledge of the English language or preparation for citizenship
4. Vocational training in the service occupations and in the fields of agriculture, business education, and industrial arts
5. Trade extension and apprenticeship training
6. Greater competency in present employment or necessary preparation for a new occupation
7. Homemaking and parent education

8. Instruction in areas of special community interest, such as personal and family survival, safety and health, and driver education
9. Education and cultural enrichment through offerings in classes for senior citizens, classes for handicapped adults, and the like

The majority of adults who enroll in adult education programs do so on a part-time basis; however, increasing numbers are attending full time as school districts are able to provide day and evening facilities. Adults come to class seeking instruction that will help them in meeting their daily problems.

CHAPTER II

Program Planning and Professional Standards

The major goal of programs in adult education is to provide opportunities for participants to become proficient in meeting their responsibilities to themselves, their families, and their communities. This goal can be attained only if sound administrative standards are applied to the organization and maintenance of adult education programs.

Adult education programs in California are subject to (1) state laws governing public education; (2) rules and regulations adopted by the State Board of Education; (3) policies of the State Department of Education; and (4) policies established by the governing boards of school districts. In addition, certain professional standards are set by administrators of adult education.

Professional standards are the basis for the following general principles of administrative procedure for developing adult education curriculums:

1. The educational needs of the adults in the community must be identified.
2. The courses required to meet these needs must be determined.
3. Each course must be organized so that the adult students have maximum opportunity to realize their goals.
4. The curriculum must be continually evaluated to appraise the effectiveness of the program in meeting the educational needs of adults in the community and to correct any weakness in the curriculum.

The adult education administrator works in close cooperation with representatives of all segments of the population in order to ascertain the educational needs of adults in the community. Typical groups that plan cooperatively in this regard are (1) advisory committees concerned with special types of courses; (2) committees composed of key people in the community who are interested in adult education and are representative of a cross section of the community; and (3) student councils whose members represent various classes within the school.

The following standards should be maintained in relation to committees on adult education:

1. The purposes in forming committees should be well defined, and the committees should be apprised of the functions that they have been assigned.

2. Committees should be composed of members who are interested in education and are representative of the various segments of the population to be served.
3. Committees should serve in an advisory rather than in a policy-making capacity.
4. Terms of office for committee members should be established.
5. The administrator should keep his committees fully informed of the progress of the total program, the problems encountered, and the demands and needs for new courses; and he should utilize the full resources of the committee.

The administrator and the community representatives must make certain they recommend the establishment of courses that meet the most pressing educational needs. The educational services provided by other public, private, and lay organizations should be taken into consideration. Good coordination of the work of these agencies and organizations will ensure an educational program of value to the adults in the community.

With the passage of numerous federal acts that have implications for adult education, the administrator needs to work closely with the central administrative staff to ensure that the educational needs of adults are included in the district's applications for federal funds. (For further information on federal programs, see Chapter IV.)

CHAPTER III

Policies and Regulations for Establishing And Maintaining Classes for Adults

Adult education programs can be truly responsive to local needs when curriculum planning is initiated at the school district level. When it has been determined that a need exists for certain courses in classes for adults in a community, the courses must be approved by the governing board of the school district in which they are to be offered. After a request for approval has been accepted by the local governing board, the request must then be submitted to the Bureau of Adult Education of the California State Department of Education on forms prescribed for this purpose as a condition to the apportionment of funds for attendance upon such courses.

Adult Education Course Titles and Areas of Study

As a guide for administrators, the Bureau of Adult Education, in cooperation with the Professional Standards Committee of the California Association of Adult Education Administrators, has prepared the following list of course titles that have been approved for apportionment purposes. These courses have been offered in adult education programs during past years and will be accepted for approval when submitted to the Bureau. Other courses that are consistent with the purposes of adult education in California may also be submitted for approval. Courses marked with asterisks may be further identified as to level, method, and type by the use of numbers, letters, or designations such as "beginning," "intermediate," and "advanced."

Elementary Subjects

Arithmetic
Basic Elementary Education
California History
Civics
*Elementary Subjects
English Fundamentals
Geography
Grammar
Language, Basic
Literacy Education
Penmanship
Pre-High School Subjects
Reading
Remedial Reading
Science
Social Sciences
Spelling
United States History
Writing

English and Speech Arts

Basic Communications
Basic English
Composition
Creative Writing

- Drama
- Effective Speech
- English Fundamentals
- *English, High School
- English Review
- *Grammar
- Journalism
- Literature
  - American, Children's, Contemporary, Current Books, English, European Great Books, Masterpieces, Modern, Oriental, World
- Literary Appreciation
- Poetry
- Poetry Appreciation
- Public Speaking
- Reading
  - Development, Improvement, Rapid, Speed and Comprehension, Techniques
- Semantics
- Shakespeare
- Short Story Writing
- Speech
- Spelling and Vocabulary
- Spelling for Technical Writing
- Technical Report Writing
- Word Study and Vocabulary Building
- Writing for Publication, Radio, T.V., or Motion Pictures

FOREIGN LANGUAGES[1]

- Armenian
- Chinese
- Danish
- Dutch
- Esperanto
- Finnish
- French
- German
- Greek
- Hebrew
- Hungarian
- Italian
- Japanese
- Latin
- Norwegian
- Polish
- Portuguese
- Russian
- Serbo-Croatian
- Spanish
- Swedish
- Yugoslavian

MATHEMATICS

- *Algebra
- Algebra Review
- *Arithmetic
- Arithmetic Review
- Calculus
- *Geometry
  - Analytical, Plane, Solid
- *Mathematics
  - Advanced, Analytical, Applied Business, Electronics, Engineering, General, Industrial, Modern, Review Shop, Technical
- School Math Study Group
- Slide Rule
- Statistics
- Surveying
- Trigonometry
  - Plane, Spherical, Industrial

SCIENCES—NATURAL AND PHYSICAL

- Anatomy
- Archaeology
- Astronomy
- Bacteriology
- Biological Science
- Biology
- Botany
- Chemistry
- Conservation of Natural Resources
- Food Laboratory Procedures
- General Science
- Genetics
- Geography
- Geology

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[1] All levels—academic, conversational, technical, and scientific.

- Geophysics
- Life Science
- Marine Biology
- Meteorology
- Mineral Identification
- Mineralogy
- Modern Science Concepts
- Natural Sciences (Biological and Physical)
- Oceanography
- Ornithology
- Paleontology
- Physical Geography
- Physical Sciences
- Physics
- Physiology
- Plant Biology
- Psychology
- Rocketry
- Survey of Science
- Survey of the Physical Sciences
- Zoology

Social Sciences

- American Government (Federal, State, Local)
- American Institutions
- American Problems
- Anthropology
- Civics
- Current Affairs
- Economics
- Geography
- History
  - American, Ancient, African, Asian, Californian, European, Far Eastern, United States, World
- International Relations
- Man and Society
- Mental Hygiene
- Parliamentary Law
- Philosophy
- Philosophy, Modern
- Political Science
- Practical Legal Problems
- Problems of American Democracy
- Psychology
  - General, Abnormal, Introduction to, Comparative, Social
- Sociology
  - Social Problems
  - Survey of Education
- State and Local Government
- United States Government
- United States Institutions
- Western Civilization
- World Affairs—Africa, Far East, Middle East, and the like
- World Civilization
- World Politics

Americanization

- Accent Correction
- Americanization
- Citizenship
- English and Citizenship
- English for Foreign-Born
- English for Foreign-Speaking
- English for New Americans
- Naturalization
- Speech and Vocabulary Development

Business Education

Accounting and Business Data Processing

- *Accounting
- Accounting
  - Analysis and Interpretation of Statements, Cost, Government, Machine, Payroll, Principles, Review, Systems, Tax
- Auditing
- *Bookkeeping
- Bookkeeping Review
- Business Data Processing
  - Computer Processing Mathematics
  - Electric Accounting Machines
    - Board Wiring
    - Punched Card Accounting
    - Systems and Procedures
    - Tabulating Machines
  - Introduction to Data Processing
- Credit Union Accounting

General Business

- Business Arithmetic
- Business Communications

- Business Economics
- Business English and Correspondence
- Business Law
- Business Letter Writing
- Business Mathematics
- Business Organization and Management
- Business—Professional Speaking
- Business Psychology
- Business Spelling
- Business Statistics
- Business Supervision
- Civil Service Preparation
- Conference Leading
- Consumer Economics
- Economic Geography
- Economic History
- Employment Procedures and Practices
- Estate Planning
- General Business
- General Civil Service Review
- Human Relations in Business
- Income Tax Accounting
- Income Tax Law
- Job Instruction Training
- Job Relations Training
- Labor Management Relations
- Law for the Layman
- Management Controls
- Management Development
- Management Principles and Practices
- Mathematics of Finance
- Organization and Management
- Penmanship
- Personal Development
- Personnel Interviewing
- Personnel Management
- Personnel Supervision
- Principles of Business
- Principles of Economics
- Public Relations in Business
- Small Business Management
- Stocks, Bonds, Mutual Funds
- Work Simplification

Marketing or Distributive

- Advertising and Display
- Banking and Banking Services
- Building Cost Analysis
- Cafeteria Services
- Cashier and Checker Training
- Contractors Fundamentals
- Credit and Collections
- Credit Management
- Credit Union Principles
- Dental Receptionist Training
- Florist Merchandising
- Food Handling and Sanitation
- Food Merchandising
- Grocery Merchandising
- Home Furnishings
- Hotel Supervisory Training
- Insurance
  - Fire and Theft
  - Fundamentals
  - General
  - Life
  - Medical
  - Property and Casualty
  - Sales
- Investments
  - Banking
  - Banking Service Selling
  - Credit Union Management
  - Investment Selling
- Marketing
- Merchandising, Retailing
- Paint and Wallpaper Merchandising
- Principles of Advertising
- Purchasing
- Real Estate
  - Appraisal, Brokerage, Escrow, Finance, Law, Mortgage, Practice, Principles, Property Management, Salesmanship
- Recordkeeping for Independent Merchants
- Retail Merchandising
- Retail Selling
- Sales Psychology
- Salesmanship
- Salesmanship for Part-Time Workers
- Savings and Loan Principles
- Service Station Training
- Shoe Merchandising
- Supervisory Training
- Textile Analysis and Sales
- Traffic and Transportation
  - Foreign Trade
  - Laws and Regulations
  - Materials Handling
  - Principles of Traffic Management
  - Rates and Tariffs
  - Sales
- Waiter and Waitress Training
- Wrapping and Packaging

Office Education

- Business Machines
- *Dictation and Transcription
- Duplicating Machines
- Machine Bookkeeping
- Machine Calculation
- Machine Transcription
- Medical Insurance Forms
- Medical Office Laboratory Procedures
- Medical Receptionist Training
- Medical Terminology
- Office Machines
- Office Management
- Office Practice
- Office Procedures
- Office Training
- PBX Operation
- Personal Improvement
- Receptionist Training
- Secretarial Review
- Secretarial Techniques
- Secretarial Training
- *Shorthand
- Shorthand Review
- *Typewriting
- Typewriting Review

FINE ARTS AND MUSIC

- *Art
- Art
  - Appreciation
  - Basic
  - Contemporary
  - Creative (still life, portrait, figure)
  - Media
  - Oil Painting
  - Portrait (beginning and advanced)
  - Still Life
  - Water Color
- Basic Design
- Basic Drawing
- Color and Design
- Composition and Design
- Drawing and Painting
- Drawing Techniques
- Figure Study and Drawing
- History of Art
- Introduction to Art
- Landscape Painting
- *Painting
- Photography
- Portraiture
- Sculpture
- Sketching

Music

- Band
- Choral, Chorus
- *Instrumental Music
- Introduction to Music
- Music Appreciation
- Music Composition
- Music Fundamentals
- Music Reading
- Music Theory
- Orchestra
- Orchestration
- Understanding Opera
- Voice

HOMEMAKING

- Catering
- Children's Clothing
- *Clothing
- Clothing Alterations
- Clothing Selections
- Consumer Education
- Cooking for the Family
- Costume Design
- Draperies and Slipcovers
- Dress Design and Pattern Making
- Dress Forms
- *Dressmaking
- Family Cooking
- Family Finance
- Family Law
- Family Nursing
- Food Preparation
- Foods and Table Service
- Home Landscape Design
- Home Maintenance
- Home Management
- Home Nursing
- Home Planning
- Interior Decoration
- Nutrition
- *Sewing
- Tailoring

PARENT EDUCATION

Adolescence
Adolescent Psychology
Arts, Crafts, and Activities in the Nursery School
Child Development
Child Growth and Development, Early Adolescence, Infancy, Pre-Kindergarten, Pre-School The Older Adolescent, The Primary-Age Child, The School-Age Child
Child Guidance
Child Psychology
Children's Behavior Problems
Education for Childbirth
Exceptional Child
Expectant and New Parents
Family and Financial Management
Family Legal Needs and Responsibilities
Family Life
Family Life Education
Family Relations
Father-Child Relationships
Gifted Child
Helping the Elementary-Age Child
Leadership Training in Parent Education
Marriage and Family Relations
Modern Mathematics for Parents
One-Parent Family
Parent-Child Observation
Parent-Child Relationships
Parent-Nursery Education
Physically Handicapped Child
Postnatal and Child Development
Preadolescent
Preschool Child (Classroom Observation and Participation)
Retarded Child
Understanding Your Teenager
Your Child and Reading
Youth and Marriage

INDUSTRIAL EDUCATION AND AGRICULTURE

Agriculture

Agriculture
Agricultural Economics
Agronomy
Beef Production
Dairy Breed and Selection
Dairy Feeds and Feeding
Economic Entomology
Farm Construction
Farm Machinery
Farm Mechanics
Farm Organization
Farm Records and Farm Management
Farm Surveying
Farm Tractors
Farm Welding
Field Crop Production
Forage Crops
Home Farm Program
Home Gardening and Landscaping
Home Nursery
Irrigation and Drainage
Landscape Design
Maintenance Gardening
Market Beef Production
Metal Shop
Milk Production and Equipment
Nematology
Ornamental Horticulture
Pest Control
Plant Identification
Pomology
Poultry Feeding
Poultry Management
Principles of Dairying
Principles of Livestock Hygiene and Sanitation
Sheep Production
Soils
Swine Production
Truck Crops
Turf Grasses, Care and Maintenance
Viticulture and Berry Culture
Vocational Gardening

Industrial Education[a]

Advertising Art
Air Conditioning and Refrigeration
Aircraft Engines
Airframes
Applied Art
Architectural and Mechanical Drawing

---

[a] Apprenticeship, trade extension, and technical.

- Art Metals
- Auto Mechanics
  - Automatic Transmissions
  - Body and Fender
  - Painting
  - Parts, Tuneup
  - Upholstery
  - Wheel and Frame Alignment
- Aviation Ground School
- Basic Electronics
- Basic Photography
- Blueprint Reading
- Bookbinding
- Bricklaying
- Building Codes
- Building Maintenance
- Cabinet and Furniture Construction
- Carpentry
- Carpet, Linoleum, and Soft Tile Laying
- Catering Maid Training
- Cement Finishing
- Cinematography
- Commercial Art
- Construction, Inspection and Supervision
- Cosmetology
- *Cost Estimating
- Dental Assistant
- Diesel Mechanics
- Drafting
- Electric Wiring
- Electricity
- Electronic Computers
- *Electronics
- Electronics for Electrician Journeymen
- Electroplating
- *Engineering
- FCC Code Licensing
- Fire Fighting
- Flight Engineering
- Florists Techniques
- Furniture Repair and Refinishing
- Glazing
- Graphic Arts (lettering, show card, and the like)
- Household Appliance Repair
- *Housekeeping
- Industrial Algebra
- Industrial Descriptive Geometry
- Industrial Economics
- Industrial Engineering Methods
- Industrial Lighting
- Industrial Mathematics
- Industrial Psychology
- Industrial Radiography
- Industrial Supervision
  - Basic Psychology for Supervision
  - Conference Techniques
  - Human Relations and Supervision
  - Individual Safety Training
  - Labor Management Relations
  - Organization and Management for Supervision
  - Personnel Management Techniques
  - Special Problems in Supervision
  - Techniques of Supervision
- Industrial Trigonometry
- Introduction to Hospital Organization
- Lathing
- Machine Shop
- Machinist
- Marine Engine Maintenance
- Meat Cutting
- Mechanical Drawing and Blueprint Reading
- Medical Assistant
- Metal Shop
- Microwave Techniques
- Millwork and Cabinetmaking
- Millwright
- Motel Maid Training
- Nuclear Energy and Power Plants
- Nursing
  - Nursing Aids
  - Nursing Refresher (for R.N.'s)
  - Practical Nursing
  - Vocational Nursing (LVN)
- Oil Production Equipment
- Painting, Decorating, and Paperhanging
- Pattern Drafting
- Peace Officer Training
- Petroleum Processing
- Photography
- Photo Retouching and Coloring
- Plastering
- Plastics, Fabrication, Molding
- Plumbing
- Police Science
  - California Penal Code
  - Criminal Investigation
  - Law Enforcement, Agencies
  - Laws of Arrest
  - Report Writing
  - Search and Seizure
  - Traffic Control and Accident Investigation
  - Traffic Management
- Power Sewing
- Printing
  - Binding

  - Hand Composition
  - Linotype
  - Offset
  - Presswork
- Radio
  - Broadcasting
  - Code
  - Maintenance
  - Operation
  - Repair
  - Television
- Refrigeration, Air Conditioning
- Residential Planning and Drafting
- Safety Training and Fire Prevention
- Serigraphy
- Sewage Treatment and Waste Disposal
- Sheet Metal
- Structural and Ornamental Metalwork
- Surveying
- Technical Illustrating
- Technical Writing
- Television
- Tile Setting
- Tool and Diemaking
- Upholstery
- Waiter and Waitress Training
- Water Quality and Treatment
- Welding
  - Acetylene
  - Arc
  - Inert Gas
- Woodshop
- Work Simplification

CIVIC EDUCATION, COMMUNITY DEVELOPMENT, AND SPECIAL FIELDS

Civic Education and Leadership Training

- Community Planning
- Democracy versus Communism
- Group Guidance and Counseling—Educational, Vocational
- Leadership and Human Relations
- Leadership Training
- Psychology
  - Adjustment, Applied, Everyday Living, Human Relations

Safety Education

- Boating Education and Safety
  - Basic Seamanship and Navigation
  - Fundamentals of Sailing
  - Small Boat Handling
- Bus Driver Education
- Civil Defense
  - Auxiliary Police Training
  - Emergency Mass Feeding
  - Radiological Monitoring
  - Reserve Police Basic Training
- Driver Education
- Driver Education and Training
- Driver Improvement
- First Aid
- Hunter Safety Instructor Training
- Personal and Family Survival
- Survival in Nuclear, Biological, and Chemical Warfare
- Traffic Safety
- Truck Driver Education

Classes for Handicapped Adults

- Aids for the Visually Handicapped
- Basic Education for Handicapped Adults
- Braille for the Seeing
- Braille Transcribing
- Education for the Mentally Retarded
- English for the Physically Handicapped
- Esophageal Speech
- Finger Spelling and Sign Language
- Lipreading
- Training for Speech Handicapped
- Vocational Skills for Handicapped

Gerontology and Geriatrics

- Challenge of Maturity
- Counseling for Later Maturity
- Diet for Cardiac Patients
- Financing the Later Years
- Food Preparation and Nutrition for Senior Citizens
- Health for Senior Citizens
- Living in Later Life
- Living Within Your Retirement Income
- Maintenance Gardening (vocational)
- Mental Hygiene for Senior Citizens

Physical Exercises for Older People
Planning Your Estate
Problems of the Aging
Problems of Retirement
Psychological Aspects of Aging
Retirement Planning
Senior Home Training Aides
  (vocational)

Crafts and Decorative Arts[3]

Arts and Crafts
Arts, Decorative
Basic Arts and Crafts
Ceramics
Floor Covering
Home Decorative Arts
Leathercraft
Metalcraft
Millinery
Needlecrafts
Photography
  Basic, Black and White,
  Color, General,
  Motion Pictures
Plastics
Upholstery
Weaving
Woodworking

Health and Physical Education

Body Conditioning
Corrective Exercises for Posture
Dental Health and Nutrition
Education for Healthful Living
Gymnastics for Good Health
Health Education
Hygiene
Hygiene and First Aid
*Swimming
Water Safety

Adult Education Programs

The Bureau of Adult Education has established policies for determining the approval of certain adult education programs and classes. The policies that follow relate to the types of organizations to be served and to specific procedures or practices in classes for adults.

Classes Sponsored by Organizations. Classes sponsored by community organizations shall adhere to all the criteria which apply to the establishment and offering of any adult class. Such classes shall be open to the public with no requirements for special fees to the organization, purchase of syllabuses or textbooks from the organization, or prerequisites for class membership except those which meet the educational objectives of the class. The curriculum content of the courses to be offered shall be directed toward meeting the specific needs of adults in the local community rather than fulfilling the arbitrary requirements of courses of study prepared by agencies outside the community. At no time may regular meetings of organizations be counted for apportionment purposes.

Music and Drama Organizations. Meetings of music and drama organizations and sessions for rehearsal and practice by such organizations shall not be approved for apportionment purposes. However, regularly organized classes for adults may be established in music and drama. Such classes may present musical and dramatic programs outside of class time.

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[3] Vocational and avocational.

Housing for Classes. Classes for adults shall not be held in shops or studios which offer for sale the materials used in these classes during the hours the classes are in session.

First Aid. The offering of adult classes in standard Red Cross First Aid shall be limited to those instances wherein the local Red Cross authorities have specifically requested the assistance of the school district in providing instruction which the volunteer agency is unable to provide.

Other short unit courses in first aid which may be offered under the full jurisdiction of the local school authorities must be in conformance with accepted standards.

Civil Defense. Although public schools, including adult education programs, have a vital interest in national security and civil defense, the primary responsibility for the coordination of such activities rests in the hands of local civil defense authorities. School districts are urged to furnish aid and assistance in civil defense efforts as requested by local defense authorities, whether or not such aid and assistance are in the form of classes eligible for state apportionments. Requests for approval of classes for adults should not be made where other authorized agencies engaged in civil defense activities are able to meet civil defense needs for the training of adults.

The Bureau of Adult Education will approve for apportionment purposes adult education classes which have been requested by local civil defense authorities when their own training resources have been exhausted. Such classes for adults shall meet the requirements of the Education Code and regulations of the State Board of Education. The Bureau will approve classes in Personal and Family Survival.

Location Within the School District. All classes for adults shall be conducted within the boundaries of the school district that maintains them, except under the special circumstances set forth in Education Code sections 5721 and 25508.5.

Courses in Crafts and Decorative Arts, Vocational and Avocational

The California Administrative Code, Title 5, Education, Section 127, places specific limitations on craft courses. First, in any field of crafts, the course outline shall include a statement of the maximum number of hours allowed for the course. This maximum is subject to approval by the Bureau of Adult Education. Second, attendance of persons who have completed an approved course in a craft shall not thereafter be counted in such a course for apportionment purposes.

The following policies govern the approval of craft courses:

1. Administrators must use judgment and act on sound advice in

establishing craft courses which will meet the most pressing educational needs of the community.

2. In determining maximum hours for any craft course, careful consideration should be given to the course content, adequacy of instructional facilities, and competency of the instructor. Requests for approval of the number of hours required to complete the course should be clearly justified by the course outline.
3. When several crafts are grouped together in one course, it is necessary to specify the maximum number of hours allowed for each craft.
4. When beginning, intermediate, and advanced levels of a craft course are offered in one class, careful attention should be given to class organization and teaching procedures so that the student can progress through all levels without repetition.
5. Instruction in crafts should be largely devoted to presentation, demonstration, and discussion of theory and method; and the amount of class time assigned to individual practice should be kept to a minimum.
6. Instructional materials and procedures should be so organized that the school's facilities or professional services are used for educational purposes, not for production activities.

Courses in Physical Education

Requests for approval of courses in physical education are submitted on Form A-20-A, "Report on Courses in Crafts and in Physical Education in Classes for Adults."

The Education Code specifically prohibits the apportionment of money from the State School Fund for any class in dancing or in recreational physical education for adults. The State Board of Education has adopted regulations which are designed to carry out the provisions of the Education Code. These regulations authorize classes in physical education for adults when they are organized primarily for instruction to (1) develop individual and public safety through swimming and lifesaving; (2) develop leaders in physical and recreational education; and (3) provide education for improved posture, efficient body movement, and physical conditioning. Recreational physical education is defined by the regulations as that phase of the activity program organized for adults as a recreational outlet, including all classes organized primarily for participation in sports and games. The Bureau of Adult Education will not approve game activities in any class unless they contribute directly to the three physical education objectives for adults heretofore stated and unless the time devoted to such activities is limited to 15 minutes in any class hour. Physical education classes in excess of two hours per session will not be approved. Actual time in the water in any swimming class session may not exceed one and one-half hours. Courses in swimming and water safety shall not exceed a total of 120 hours of instruction for all levels.

The outlines of all physical education courses, which shall be submitted to the Bureau with the reports of such courses, shall include the following information:

1. Purpose of the course
2. Instructional units (in detail)
3. Hours planned for each unit
4. Maximum student-teacher ratio permitted
5. Methods and procedures to be used

The instructional units of each course are subject to approval by the Bureau of Adult Education, which is required to prescribe the maximum number of hours allowed for the completion of approved instructional units and the maximum student-teacher ratio permitted. Persons who have attended a particular physical education course for the prescribed maximum number of hours shall not thereafter have their attendance counted for apportionment purposes. It is the responsibility of the local administrator to set up an attendance accounting system that will ensure that the attendance of persons beyond the maximum hours approved by the Bureau will not be counted for apportionment purposes.

Approval of Forum and Lecture Series

Forum and lecture series are special types of adult education classes for which Education Code Section 13302 authorizes the employment of special lecturers:

> The principal of any day or evening secondary school in which there are classes for adults, at his discretion may employ when so directed by the governing board of the school district, special lecturers well qualified in their subjects to speak in lecture and forum series, without the lecturer being required to hold a teacher's certificate. Such lecturer shall not be employed in any school for more than four lectures each term.

The main distinction between a forum and a lecture series is that the forum deals with public affairs while the lecture series deals with educational topics in fields other than public affairs. The topic of each session must relate specifically to the well-defined and meaningful main title of the series.

Forum Series. Forums are adult education classes in public affairs of evident educational value, such as political, economic, and social problems of local, state, national, and international interest. Provision must be made for active participation by the enrollees in a forum series. A forum series shall comprise at least four sessions relating to the same general topic, and not more than one session may be held during the same day.

Requests for approval of forum series must be submitted on Form A-10, "Request for Approval of Forum Series," and the requests must be approved by the Bureau of Adult Education prior to the date of the first forum session. Changes in or additions to the forum series must be reported on Form A-11, "Request for Approval of Sessions Supplemental to Previously Approved Forum Series," and they must be approved by the Bureau prior to the sessions.

Attendance at a forum series must be limited to permit effective discussion by the participants. If the attendance at any two consecutive class sessions of a forum series exceeds 400 persons per session, the principal of the school maintaining the forum shall immediately notify the Bureau of this fact, present an estimate of the probable attendance at subsequent sessions of the series, and provide information relative to the cost of the program and the amount of state apportionment expected on account of the forum series.

On the basis of this information, the Bureau shall determine whether (1) the attendance shall be reduced; (2) a second forum series shall be organized; or (3) the forum series shall be permitted to continue with the attendance for apportionment purposes limited as directed by the Bureau.

The Bureau will approve film presentations in connection with a forum lecture only when the films are specifically related to the forum topic. The number of films used in a forum series must also be approved by the Bureau.

Lecture Series. A lecture series deals with related topics of clear educational value other than public affairs. Form A-13, "Report for Approval of Lecture Series or Sessions Supplemental to an Approved Class for Adults," is used to report lecture series for approval by the Bureau prior to the first meeting of the series. Changes in or additions to the lecture series are also reported on Form A-13. Special lecturers may be employed without the lecturer's being required to hold a teacher's certificate. Such a lecturer shall not be employed in any school for more than four lectures each term. A lecture series shall comprise at least four sessions unless fewer sessions have been approved by the Bureau. Only one session in a lecture series may be held during the same day. Enrollees in a lecture series shall attend at least two sessions of the series in order to have their attendance credited for apportionment purposes.

Film presentations at lectures may be used only when they are specifically related to the lecture program, and the number of films used in a series shall be approved by the Bureau. Evidence must be presented that the proposed film contributes directly to the understanding of the related topic and that the film is an instructional aid rather than the principal presentation. The exact title of the film as submitted for approval must be used in the local program schedule and local publicity. No series may consist wholly of films, silent or sound.

The following examples of titles of lecture series that may be approved: Discipline for Children; Neighborhood Influences on the Child; World of Values for Our Children; Making a Good Start in School; Know Your Educational System; Problems of the Aging; Living in Later Life; Preretirement Planning: Planning Your Estate; International Affairs; Our American Heritage; the Continuing Communist Menace; and Impact of Science on Modern Culture.

A lecture series cannot be approved if it consists of unrelated films or topics; travelogue or adventure films; individual music presentations not related to a course that is organized around a specific objective; or a unit or "package" offered by any organization or agency when any lecture is not clearly related to local interests and educational needs.

Supplementary Lectures. Supplementary lectures are reported for approval prior to the date of presentation on Form A-13 of the Bureau of Adult Education.

Supplementary lectures may be used in regular classes for adults to complement the instructional work of the teacher. Special lecturers may be employed without the lecturer's being required to hold a teacher's certificate. Such a lecturer shall not be employed in any school for more than four lectures each term. Only the attendance of persons regularly enrolled in the class and in attendance shall be credited to the district for apportionment purposes for supplementary lectures.

Classes for Adults in County Jails, Industrial Farms, and County or Joint County Road Camps

Classes for adults in county jails, industrial farms, and county or joint county road camps may be maintained by a secondary school district (Education Code Section 17952). This provision applies to all adult schools and to all classes for adults maintained by high school districts, junior college districts, and unified school districts maintaining classes for inmates. The school district and the county board of supervisors shall enter into a written agreement that establishes the responsibility of the school district for maintaining the educational program and that provides for services, facilities, and excess cost payments to the school district that may be necessary to carry on the educational program in adult education classes for prisoners. The board of supervisors shall specify in the agreement the total amount of money to be paid to the school district to meet the district's current expenses of instruction that are not reimbursed by state apportionments.

According to Education Code Section 17952, each school district maintaining these classes for prisoners shall be allowed:

> . . . an amount equal to the actual current expenses of the district of maintaining adult education classes for prisoners in any county jail, or any county industrial

farm or county or joint county road camp for the current fiscal year. The amount so allowed to a district for each unit of average daily attendance in such classes shall in no event exceed the total of the amounts allowed to the district as basic state aid and state equalization aid for each unit of average daily attendance of the district exclusive of the average daily attendance of the district in classes for adults.

In order to be eligible for apportionment, each class must be approved each year by the Bureau of Adult Education of the State Department of Education as one established and maintained in conformity with the laws and regulations. Classes in the following subject fields will be approved: Americanization, elementary education, English, mathematics, social sciences, and vocational education. Each class shall be a part of a total curriculum leading to the completion of the requirements for an elementary education certificate or a high school diploma of graduation.

Only the attendance of those persons regularly enrolled in a class shall be counted. A person is considered regularly enrolled in a class only when his enrollment has been entered on forms prescribed by the Bureau of Adult Education. *No adult shall be enrolled in a class when the anticipated period of his attendance will be less than 60 hours.*

The administrators of each school maintaining classes for adults shall keep records and make reports to the Bureau of Adult Education on the following: (1) total number of enrollees during the reporting period specified; (2) total number of hours of adult attendance for the reporting period specified; and (3) current expense for the vocational training and rehabilitation of inmates (current expenses shall be direct expenses of "instruction" and "fixed charges" as defined in the *California School Accounting Manual*).[4] The expenses shall be incurred solely for such classes and shall be based on actual time spent on the program. The expenses of instruction and fixed charges used as a basis for computing the allowances shall be reported in compliance with instructions on forms prescribed and furnished.

Administrative services to prisoners enrolled in classes for adults shall include educational counseling to ensure appropriate choice of educational goals, placement at appropriate levels of instruction, and adequate records of achievement.

Classes for Handicapped Adults

Classes designed to serve the educational needs of handicapped adults and the maintenance of these classes in connection with a workshop are authorized by Education Code sections 5746 and 5747. These classes shall be maintained primarily for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical, and general education.

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[4] *California School Accounting Manual.* Prepared under the direction of the Bureau of School Apportionments and Reports with the cooperation of the California Association of Public School Business Officials. Bulletin of the California State Department of Education, Vol. XXXIII, No. 2, June, 1964. Sacramento: California State Department of Education, 1964.

The handicapped adult's capacity for learning should be appraised by a local school official competent to make such an evaluation. Continued class membership should be based upon continuing evidence of the student's ability to profit from the class, and the student's progress should be evaluated periodically.

Classes in crafts for handicapped adults must meet the regulations that apply to other craft classes for adults. School districts planning classes for handicapped adults should receive approval from the Bureau of Adult Education before establishing such classes.

Schools or Classes for Adults in County Tuberculosis or Polio Wards

Schools or classes for adults may be conducted in tuberculosis or polio wards of hospitals or sanatoriums maintained by a county or by a group of counties (Education Code sections 5722, 6851, and 6852; and sections 129.50 through 129.53 of Title 5 of the California Administrative Code). The standards for administration of adult schools and classes for adults maintained in tuberculosis or polio wards are the same as for other schools and classes for adults. For apportionment purposes, 180 minutes of attendance constitute a day of attendance.

Classes Which May Not Be Maintained as Classes for Adults

Education Code Section 5753 prohibits the establishment of any classes for adults if (1) the school district receives compensation for such classes from any public or private agency, individual, or group of individuals, except fees authorized by Education Code Section 5757 and apportionments from the state and federal governments; (2) such classes are not open to the general public; or (3) the adults are paid for attending such classes. Section 5754 of the Education Code prohibits classes for adults in dancing or recreational physical education. These restrictions are explained in the paragraphs that follow.

Compensation for Classes. Approval of an adult education class for apportionment purposes cannot be granted when the school district receives compensation for the class from any public or private agency that is not in the form of individual tuition charges or apportionments from the state and federal governments. Any funds for the operation of the class must be received either from the state and federal governments, tuition charges to students, local tax sources, authorized sale of materials, or authorized incidental fees. This provision does not prohibit the school district from receiving gifts or grants, but such gifts or grants may not be for any designated class for adults.

Classes Open to the Public. No class for adults shall be maintained by any school district if such class is not open to the general public. The school district may have reasonable prerequisites for entrance into a class, but the prerequisites shall not involve fees to or membership in an organization and shall apply only to the qualifications generally required for the course. Anyone who possesses the prerequisites shall be allowed to enter the class up to the limit of enrollment permitted in the class.

The following are examples of reasonable prerequisites for entering a course:

1. The person seeking enrollment in an apprenticeship course may be required to show that he has been accepted as an apprentice, according to the rules and regulations set up by the appropriate apprenticeship authority.
2. The person seeking enrollment in a trade extension course may be required to present evidence that he has been engaged in the trade in which the instruction is given.
3. The person seeking enrollment in a business education class may be required to meet the minimum standards generally accepted as prerequisites for taking instruction in the course offered.
4. The enrollee in an academic course may be required to meet the prerequisites established for admission to that course.

An adult education class is deemed to be open to the public if any person who seeks enrollment in the class is admitted when he meets the general prerequisites for the course of instruction.

The Bureau of Adult Education is not authorized to approve adult education classes for apportionment purposes when attendance in these classes is restricted to employees of an industrial or business organization or to members of a club or association; or when the classes are held in a place to which entry of persons seeking enrollment is prohibited, except that whenever a class is located where national security might be jeopardized, security measures may be observed to exclude persons who are security risks.

Payment for Attendance. No class for adults shall be maintained by any school district if the pupils attending such class are "paid for such attendance." The State Board of Education, acting under authority of Education Code Section 5753, adopted regulations stating that pupils attending a class for adults shall be deemed to be "paid for such attendance" when all of the following conditions exist:

1. Class membership is composed of persons regularly employed by one company, concern, or agency, public or private.
2. The class is conducted on other than school premises.

3. The class is conducted during the hours of employment of the class members.

If all three of these conditions exist, a class shall not be approved for apportionment purposes. If any one of the three conditions does not exist, the class may be approved for apportionment purposes if it otherwise meets the minimum standards for approval set up by the Bureau of Adult Education.

Since it has been recognized that classes in hospitals for military personnel require instruction under conditions that are different from those in industry and business, the State Board of Education has determined that a class in a hospital for military personnel may be approved without reference to any of the three conditions previously listed.

Classes in Dancing and Recreational Physical Education. No class for adults in dancing or recreational physical education shall be approved for apportionment purposes. Not only are dancing classes for adults prohibited, but also dancing as an activity in any other class for adults is prohibited.

Recreational physical education is defined as that phase of the activity program organized as a recreational outlet and includes all classes organized primarily for participants in sports and games.

Classes in Mental Institutions, State Correctional Institutions, and City Jails. Classes in mental institutions, state correctional institutions, and city jails shall not be held as adult education classes for apportionment purposes. School districts conducting such classes will arrange for reimbursement on contract with the institution for which the classes are conducted.

Community Service Classes

Certain community service classes in secondary schools may be maintained with money from the general fund of the district budgeted for community services without authorization, approval, or reimbursement from the State Department of Education. School districts may establish and maintain such classes in civic, vocational, literacy, health, homemaking, technical, and general education, including but not limited to, classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics. "Such classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein." (Education Code Section 6321.)

All persons who can profit from these community service classes may enroll in them. Classes may be held for such length of time during the day or evening or during the school year as may be determined by the governing boards of the school districts. The governing boards shall have the authority to grant certificates or other recognition of skill and accomplishment in these classes and may charge fees not to exceed the cost of maintaining the classes, since the average daily attendance in such classes is not reported for apportionment purposes. Remuneration may be made through contract, or funds may be obtained through the contributions or donations of individuals or groups.

Attendance and the number and types of such classes shall be reported annually in conformance with Section 129.30 of the California Administrative Code, Title 5, Education. Such classes are not to be confused with the approved adult education programs maintained in the secondary school districts of the state.

CHAPTER IV

Federal Assistance to Adult Education

Adult education administrators need to be aware of the federal acts that affect their adult education programs and services. The purpose of this chapter is to provide information about the acts that have implications for adult education and the agencies that can furnish assistance to school districts wishing to take advantage of the federal acts.

Economic Opportunity Act, Title II, Part B (Public Law 88-452)

The Economic Opportunity Act (EOA) provides for the expenditure of funds for a comprehensive range of community activities aimed at lessening the causes of poverty. Among the funded programs is adult basic education for those individuals eighteen years of age or over who are in need of a basic education. The program of instruction is geared to the elementary level—grades one through eight—with emphasis upon arithmetic and the skills of reading, writing, speaking, and listening. Subject matter content is drawn from the areas of citizenship, health practice, consumer knowledge, human relations, and home and family living.

Funds to implement EOA are allotted on a yearly basis to the State Department of Education by the U.S. Department of Health, Education, and Welfare. The Bureau of Adult Education is the agency within the State Department of Education responsible for administering the program. High school, unified, and junior college districts and offices of county superintendents of schools are eligible to submit projects under this act. If the project is approved, the district receives an allotment which is based on the budget submitted and an evaluation of the project in terms of the criteria as set forth in the California State Plan for Adult Basic Education.

Copies of the California State Plan for Adult Basic Education and the guidelines for the preparation of proposals, plus the deadlines for submitting them, may be obtained by writing to the Bureau of Adult Education.

Elementary and Secondary Education Act of 1965 (Public Law 89-10)

The purpose of the Elementary and Secondary Education Act of 1965 (ESEA) is to establish programs of education that will have the greatest impact upon and provide the greatest benefits to children from low-income families. Further, the act has beneficial provisions for other students in the public schools and may, in specific instances, provide for special programs for adults.

Title I of ESEA. Title I, which pertains to compensatory education, authorizes funds to be allocated to school districts through the State Department of Education's Office of Compensatory Education upon approval of specific projects. There is no provision in Title I for adult education, but some projects provide for parent education to enhance the program of compensatory education for children. Adult education divisions of school districts may be called upon by other instructional segments to provide staff for parent education and to administer, under contract, aspects of the parent education program. This will be most important in the area of preschool education. It should be noted that present regulations stipulate that the preschool program be federally funded; therefore, no state apportionment will be allowed for the parent education phase of the program.

Title II of ESEA. Title II affirms federal policy to strengthen the nation's elementary and secondary schools, kindergarten through grade twelve. The intent of the program is to increase the quantities of instructional materials for the use of children and teachers in both public and private schools. This title was authorized for a five-year period beginning July 1, 1965; however, continuation of the program depends upon an appropriation by Congress each year.

California's plan for Title II permits local educational agencies to acquire instructional materials in the following two categories: (1) school library resources; and (2) textbooks for the visually handicapped in grades nine through twelve. Funds are allocated to each state on the basis of the number of children enrolled in public and private schools as related to the total enrollment in such schools in all the states. The authorization of funds for libraries under Title II will benefit adults who are eligible to use school libraries.

Title III of ESEA. Title III has specific application to adult education in that federal funds are allocated to provide vitally needed educational services not available in sufficient quantity or quality in elementary and secondary schools. These funds are to be used for educational planning, pilot projects, and the establishment and operation of programs offering a diverse range of educational experiences to children and adults of varying talents and needs. Continuing adult education is specified as one of the programs that will benefit from the $100 million allocation, $8,239,000 of which will be spent in California.

Proposals that represent innovative planning for the cultural enrichment of children and adults will be reviewed by both the State Department of Education and the U.S. Office of Education. Projects will be approved by the U.S. Office of Education.

Title IV of ESEA. Title IV amends the Cooperative Research Act of 1954 (P.L. 83–531) by authorizing the training of research personnel and the improved dissemination of information derived from educational research and development. In addition, the program provides for the construction and operation of centers to improve the quality of teaching in our schools and for the purchase of research equipment. This title, however, has little direct application to adult education, but the establishment of national and regional research and training centers should result in benefits to adults in the future.

Title V of ESEA. Title V proposes a five-year program to strengthen the leadership resources of state educational agencies. Programs and activities sponsored under this title of the act might include long-range educational planning; improved collecting, processing, and analyzing of educational data (including use of automated data systems); conducting, sponsoring, or cooperating in educational research; developing the competency of individuals who serve state or local educational agencies; cooperating with institutions of higher education and local educational agencies to improve the quality of teacher preparation, including student teaching; and meeting other special needs of state departments of education.

As part of the California State Department of Education's Application for a Grant to Strengthen State Departments of Education under the Elementary and Secondary Education Act of 1965, the Bureau of Adult Education submitted the Statewide Plan for the Development and Implementation of Curricula Research Programs Involving Adult Students with Spanish Surnames. This program is to run through June 30, 1967.

Federal Civil Defense Act of 1950 (Public Law 81-152, as amended)

The Federal Civil Defense Act of 1950 was amended to permit educational agencies to conduct an educational program that would alert adults of the state to the need for civil defense. This program is to develop among adults a knowledge and understanding of the basic principles and practices of civil defense; to provide adults with experience in personal and community survival planning so that they can fulfill their responsibilities to themselves, their families, and their communities in time of disaster; to provide for the development of teaching techniques and instructional materials for civil defense information and instruction; and to contribute to the support and development of local and state civil defense programs.

As authorized by the Federal Civil Defense Act of 1950, Civil Defense Adult Education is a joint federal-state program, with the federal government financing the program. In California, two courses offered as part of Civil Defense Adult Education are (1) Personal and Family Survival; and (2) Radiological Monitoring (RAMONT).

The Personal and Family Survival course is conducted under the direction of the Bureau of Adult Education of the State Department of Education. Instructors selected to teach this course are trained and credentialed by the State Department of Education. The 12-hour course can be offered by a school district and by organizations, industries, and the armed services for their members, employees, or dependents.

The 16-hour RAMONT course is designed to give selected personnel the skills and information they need to carry out assigned duties in shelters and monitoring stations and to fulfill other monitoring requirements in an emergency situation. The local civil defense director initiates requests for the RAMONT course of instruction through the California Disaster Office, but final approval of the course must come from the supervisor of the Civil Defense Adult Education program.

Further information regarding the Personal and Family Survival and RAMONT courses may be obtained by writing to:

Civil Defense Adult Education Program
Bureau of Adult Education
107 South Broadway, Room 2016
Los Angeles, California 90012

Manpower Development and Training Act (Public Law 87-415, as amended)

The Manpower Development and Training Act (MDTA) has as its central purpose the training of unemployed persons so that they may be employable. To alleviate the unemployment problem now facing the country, training is offered to those entering a vocation as well as to those whose skills need to be upgraded. And training may be offered in any occupation.

MDTA authorizes basic or prevocational education, when such is needed to prepare trainees for gainful employment, and it authorizes up to 104 weeks of vocational training. The act provides that, whenever appropriate, training programs shall be conducted through the facilities of the public schools, including adult schools. Under MDTA, funds are authorized to be spent by schools for the training programs and—under certain conditions—by students for subsistence and transportation.

The Department of Labor and the Department of Health, Education, and Welfare are jointly responsible for fulfilling the provisions of the Manpower Development and Training Act. The state of California (Department of Employment and the Department of Education, Vocational Education Section) has entered into a contract with the federal government to provide the services authorized by Public Law 87-415, as amended.

The responsibilities of the California State Department of Employment are the following:

1. Identify the training needs within communities
2. Initiate the requests for training

3. Select and refer trainees for training
4. Place trainees upon completion of training
5. Pay trainees allowances if trainees are eligible to receive allowances
6. Make follow-up studies of the trainees

The responsibilities of the California State Department of Education are the following:

1. Select a training facility whenever the State Department of Employment has initiated a request for training
2. Assist in the development of a curriculum which is responsive to the training needs
3. Assist the local training agency in the preparation of the necessary project
4. Provide the local training agency with necessary report forms
5. Supervise the training program
6. Process financial claims of the local training agency
7. Process required statistical and descriptive reports

Requests for further information about MDTA programs should be directed to any local office of the California State Department of Employment.

National Defense Education Act (Public Law 85-864, as amended)

Title III of NDEA. The purpose of Title III of the National Defense Education Act (NDEA) is to improve education in civics, economics, English, geography, history, mathematics, modern foreign languages, reading, and science. Any public school district, office of a county superintendent of schools, or public agency administering an elementary or secondary school is eligible to apply for funds under Title III of NDEA. Part A of Title III provides for the allocation of federal matching funds for the states to use to strengthen instruction by means of equipment and materials or minor remodeling. Part B of Title III provides for the allocation of funds for consultant services in the nine critical subject areas.

A school district that wishes to apply for NDEA, Title III, funds in connection with adult education must submit a project application that is designed to improve instruction for persons who are working for credit toward meeting the requirements of an elementary education certificate or a high school diploma.

"Equipment," as specified in Title III-A, refers to fixed or movable articles not an integral part of the building but which are particularly appropriate in connection with instruction in any of the nine subject areas. Teachers are to use the equipment in teaching, or students are to use it in an instructional situation in a classroom or laboratory.

"Equipment" does not include ordinary storage facilities or the kind of equipment usually supplied in the furnishings for a general classroom.

The term "materials" refers to films, filmstrips, slides, tapes, discs, recordings, and prepared overlays; books, pamphlets, and periodicals for reference use; programmed learning materials; and other items such as maps, globes, charts, and so forth that are used in instruction. As distinguished from supplies, materials are items that, with reasonable care and use, may be expected to last more than one year. Therefore, instructional materials and supplies consumed in use do not qualify as "materials" in the Title III-A definition. Other stipulations in Title III-A are: (1) textbooks are not considered "materials"; hence applicants for funds cannot purchase any book or books that are to be used as the principal source of study material for a given class or group; and (2) purchase of supplementary books or reference books must be limited to five copies of any book title per teacher station.

"Minor remodeling" refers to those changes that need to be made so that space can be utilized for laboratory or other special equipment; construction of additional rooms will not be approved.

Under the provisions of NDEA, Title III-B, a school district may apply for funds to pay for consultant services to improve instruction in the nine subject areas. Inservice teacher training programs are one specific way that school districts may utilize consultant services under Title III-B.

Administrative consultants on the staff of the Bureau of National Defense Education Act Administration will provide assistance to educational agencies wishing information concerning the preparation of applications. Applications for both Title III-A and III-B projects must be submitted by April 15 in order to receive consideration for funding in the following school year. Inquiries regarding Title III of NDEA should be directed to:

Bureau of National Defense Education Act Administration
California State Department of Education
721 Capitol Mall, Sacramento, California 95814

Title V-A of NDEA. The purpose of Title V-A of the National Defense Education Act (NDEA) is to help the states establish, maintain, and improve programs of testing, counseling, and guidance in secondary schools. The money available under Title V-A cannot alone pay for the additional services which are necessary to achieve the objectives of the act, but the federal aid is expected to stimulate local efforts to obtain the financial commitment necessary for the attainment of the following objectives:

1. Identify students with outstanding aptitudes and abilities
2. Advise students on courses of study best suited to their abilities, aptitudes, and skills

3. Encourage students with outstanding aptitudes and abilities to complete their high school education and enter institutions of higher learning

Identification and encouragement of highly able students are major objectives of Title V-A, but inherent in this title are benefits for all students, the noncollege as well as the college-bound students, who avail themselves of the guidance services.

Any school district maintaining a high school or a junior college, or any office of a county superintendent of schools, or any combination of districts and offices of county superintendents of schools is eligible to participate in a state plan approved by the U.S. Office of Education. Adult schools are classified as high schools or junior colleges, depending on whether they are sponsored by a high school district or a junior college district. Projects submitted for adult schools must be for new or improved guidance services that will help students attain an elementary education certificate or a high school diploma. As in the past, the deadline for submitting project applications is March 1.

Inquiries concerning Title V-A project applications should be directed to:

Bureau of Pupil Personnel Services
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Social Security Act (Public Law 87-543, as amended)

The Social Security Act was amended in 1962 to improve the public welfare assistance and child welfare services programs. As a result of these amendments, the State Department of Social Welfare and the State Department of Education are authorized to enter into an agreement whereby a county welfare department can contract with a school district to purchase adult educational services for individuals as part of a public assistance program.

In order to prepare persons receiving public assistance for employment and self-support, county welfare departments are permitted to provide adults and out-of-school youths with educational services whenever these are not otherwise available, though needed. The adult educational services within the scope of the agreement may include vocational education and remedial education.

A welfare department will reimburse the school district for the cost of the services to be provided, or whatever proportion of the total cost is agreed upon. The school district can charge for such services and items as the following: instruction, counseling, testing, supervision, clerical support, books and supplies, and classroom space on a rental basis.

Further information regarding this program may be obtained from any local county welfare department.

Vocational Education Act of 1963 (Public Law 88-210)

The purpose of the Vocational Education Act of 1963 is to authorize federal grants to states to assist them in maintaining, extending, and improving existing programs of vocational education and in developing new programs of vocational education and providing part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. Through the grants, students in high schools, those individuals who have completed or discontinued their formal education and who are preparing to enter the labor market, those who have already entered the labor market but who need to upgrade their skills or learn new ones, and those with special educational handicaps will have access to vocational training and retraining that is of high quality. This training, realistic in the light of actual or anticipated opportunities for gainful employment, shall be suited to their needs, interests, and abilities to benefit from such training.

A sum of $225 million has been allotted to the states for the 1967 fiscal year and every year thereafter, and the money is to be spent for the uses enumerated above as well as for construction of area vocational education, school facilities, teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, state administration and leadership, and other ancillary services and activities that will assure quality in all vocational education programs.

Inquiries regarding vocational education programs that may qualify for federal financial assistance under the Vocational Education Act of 1963 should be directed to one of the following offices:

Regional Coordinator, Vocational Education
State Department of Education
1919 21st Street
Sacramento, California 95816
Telephone No. 445-5970

Regional Coordinator, Vocational Education
State Department of Education
1111 Jackson Street
Oakland, California 94607
Telephone No. 834-3460, Ext. 424

Regional Coordinator, Vocational Education
State Department of Education
217 West First Street
Los Angeles, California 90012
Telephone No. 620-3424

George-Barden Act [1] (Public Law 79-586, as amended)

The George-Barden Act amends the George-Deen Act of 1936, which was designed "to provide for the further development of vocational education in the several states and territories." The most important respects in which the George-Barden Act differs from the Smith-Hughes Act and the George-Deen Act are the following:

1. The George-Barden Act provides one appropriation for each of the four service fields of agriculture, home economics, trade and industry, and distributive occupations but no separate appropriation for teacher training.
2. Federal funds under the George-Barden Act may be used for *maintenance* of administration and supervision.
3. Federal funds may be used for purchase or rent of equipment and supplies for vocational instruction.
4. Preemployment schools and classes organized for persons over eighteen years of age or who have left the full-time school may be operated for less than nine months per year and less than 30 hours per week and without the requirement that a minimum of 50 percent of the time must be given to shop work on a useful or productive basis.

The George-Barden Act authorizes the states to use the federal money, which they must match, in the following ways:

1. For maintaining adequate programs of administration, supervision, and teacher-training
2. For salaries and necessary travel expenses of teachers, teacher trainers, vocational counselors, supervisors, and directors of vocational education and vocational guidance
3. For securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance.
4. For training and work-experience training programs for out-of-school youths
5. For training programs for apprentices
6. For the purchase or rent of equipment and supplies for vocational instruction

Smith-Hughes Act [1] (Public Law 64-347, as amended)

The Smith-Hughes Act was enacted in 1917 to provide for the promotion of vocational education. Specifically, the act provides for cooperation with the states in the promotion of vocational education in agriculture and the trades and industries and for cooperation with the states in the preparation of teachers of vocational subjects. The act also provides for the appropriation of money and regulates its expenditure.

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[1] Further information about this act may be obtained from one of the regional coordinators whose addresses are given on page 32.

Under the Smith-Hughes Act, allocations to the states are based on a ratio of a state's urban population to the urban population of the United States. Federal money must be matched equally with state or local money, and the money may be spent to pay the salaries of teachers of agriculture, home economics, and trade and industrial subjects.

CHAPTER V

Administration of Adult Schools

The Education Code provides that governing boards of school districts may, with the approval of the State Department of Education, establish and maintain classes for adults for the purpose of furnishing instruction in "civic, vocational, literacy, health, homemaking, technical, and general education" (Education Code Section 5702). These classes shall be open for the admission of adults and such minors as in the judgment of the governing board may be qualified for admission (Education Code Section 5706).

Adult education programs maintained by adult schools are subject to the requirements outlined in this chapter.

Administration

An adult school may be established by a school district which had less than 100 units of average daily attendance in adult education classes for the preceding fiscal year. However, an adult school *must* be established when adult education classes maintained by a school district in connection with a high school have a total average daily attendance of 100 or more units for the preceding fiscal year (Education Code Section 5703). Evening high schools or evening junior colleges may be designated as adult schools (Education Code sections 5553 and 25502). In the case of junior colleges, there is no requirement for the organization of a separate evening junior college for adults.

The education programs for adult schools are to be submitted on Form A-40, "October Report on Separate School for Adults." This form combines the application for approval of a separate adult school with the annual October report.

The following regulations apply to a separate adult school:

1. The school shall be established by the governing board of the school district as a separate administrative unit.
2. The governing board of the school district shall appoint as principal of the school an administrator who holds a credential authorizing service as principal of a secondary school and who is not serving as principal or full-time vice-principal of a day school.
3. The minimum time assignments required by sections 122, 122.01, and 122.02 of the California Administrative Code, Title 5, Education, for administration, supervision, evaluation, curriculum development, and guidance in adult education programs follow:
    a. In a school with a total average daily attendance of 100 through 199 during the preceding fiscal year, the minimum administra-

tive assignment shall be half time. The principal may be assigned to other school duties not more than one-half the time normally given by a teacher, supervisor, or administrator employed full time in such duties.

b. In a school with a total average daily attendance of 200 through 299 during the preceding fiscal year, the assignment of a principal to administrative and supervisory duties shall be full time.

c. In a school district with a total average daily attendance of 300 through 399 during the preceding fiscal year, in addition to the assignment of a full-time principal for each school for adults, a properly credentialed person shall be assigned a minimum of one-fourth time in nonteaching services in the adult education program.

d. In a school district with a total average daily attendance in excess of 399 during the preceding fiscal year, in addition to the assignment of a full-time principal for each school for adults, a properly credentialed person shall be assigned a minimum of half time in administration, supervision, and guidance services for the adult education program for each 200 units of a.d.a. in excess of 200.

Required Time Assignments for Administration, Supervision, and Guidance Services

A.d.a.	*Time assignments*
100– 199	½ full time
200– 299	1 full time
300– 399	1¼ full time
400– 599	1½ full time
600– 799	2 full time
800– 999	2½ full time
1,000–1,199	3 full time
1,200–1,399	3½ full time
1,400–1,599	4 full time

The required time assignments are minimum and should not be interpreted as ideal.

Curriculum

An adult school shall provide at least one of the following curriculums:

1. A general curriculum which includes courses in at least six of the following areas: Americanization, business education, crafts, civic education and special fields, elementary subjects, English, fine arts, foreign languages, health and physical education, homemaking, industrial education and agriculture, mathematics, parent education, sciences, and social sciences

2. A vocational curriculum with related instruction in English, applied science, applied mathematics, and such other courses as are necessary to provide information relative to the subject matter of the vocational instruction

Course outlines in all subjects shall be on file and subject to inspection as prescribed by the Bureau of Adult Education.

All courses offered on or before October 31 of each year in schools for adults shall be submitted to the Bureau of Adult Education for approval for apportionment purposes in connection with the October Report. Classes with course titles that are included in "Adult Education Course Titles and Areas of Study" (see pages 6–14) will be approved upon submission of catalogs, brochures, schedules, or other types of announcements in which the specific classes are listed. *Classes with other course titles must have approval prior to their establishment.*

Information about the following classes must be reported on the particular forms specified:

1. Classes in civic education and in special fields such as driver education, driver improvement, first aid, leadership training, problems of the aging, psychology, safety education, and civil defense (Form A-20)
2. Crafts classes (Form A-20-A)
3. Health and physical education classes (Form A-20-A)
4. Forum and lecture series (forms A-10, A-11, and A-13)

Classes that commence after October 31 must be reported to the Bureau of Adult Education within 30 days of the opening of the classes if the course titles are included in the list shown on pages 6–14. *Classes for which course titles are not shown on this list will require approval prior to their establishment.* With the exception of crafts and physical education classes, which are reported on Form A-20-A, these classes are reported on Form A-20. Once a class has been approved during the regular school year, it need not be reported again if additional sections of the offering are scheduled.

Certificates, Diplomas, and Guidance Services

Adult education programs provide opportunity for students to complete (1) courses or a curriculum in a given field; and (2) courses required for an elementary school certificate or a high school diploma. School districts that conduct these programs generally grant certificates to students who successfully complete a prescribed course of study and award certificates and diplomas to students who complete elementary school and high school programs. These certificates and diplomas may be granted in the name of the adult schools if so authorized by their governing boards. Policies regarding the granting of certificates and diplomas to students in adult education programs are described in detail in *Guidance Services for Adults.*[1]

Section 5708 of the Education Code provides for the establishment of standards for guidance and counseling services for adults. The requirements for the time assignments of properly credentialed personnel for guidance services are stated in the California Administrative Code, Title 5, Education, sections 122, 122.01, 122.02, and 122.1.

Operation

The following regulations apply to the operation of an adult school:

1. The school must conduct classes for a minimum of two hours per day for four days per week for not less than 128 days during the school year.
2. Classes for adults may be conducted at any hour of the day or evening and on Saturdays but not on Sundays or certain holidays (Education Code Section 5210).
3. Classes for adults may be offered during the summer (see page 39 of this chapter).
4. A registration fee may not be charged. On the October Report care should be taken to distinguish between tuition fees and charges for textbooks and supplies.
5. Credit toward graduation may be granted to those who meet the requirements for such credit.
6. The school shall maintain a permanent record file for each student enrolled in subjects being taken for credit (California Administrative Code, Title 5, Education, sections 80 and 80.1).
7. Classes for adults, with certain exceptions, must be offered within the boundaries of the school district. Classes in nursing education may be offered outside the school district (Education Code Section 5721). Classes maintained outside the school district by an evening junior college can only be offered upon request of the governing board of the high school district and with the approval of the county board of education and the State Board of Education (Education Code Section 25508.5). Request for approval of such classes must be submitted to the State Board of Education with the following:
    - a. A document showing the action taken by the *high school governing board* in requesting that junior college classes be maintained in the high school district
    - b. A document showing the action of the *county board of education* in approving the request of the high school board

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[1] Eugene M. DeGabriele. *Guidance Services for Adults.* Bulletin of the California State Department of Education, Vol. XXX, No. 7, August, 1961. Sacramento: California State Department of Education, 1961, pp. 53-68.

c. A document showing the action of the *governing board of a junior college district* in requesting State Board of Education approval for the maintenance of such classes

d. A statement of the location of such classes, a list of the courses by name and number, and an estimate of the enrollment of each class

Classes for Adults in Summer Sessions

Classes in adult schools may be offered during the summer months. The laws and regulations pertaining to classes for adults shall apply to any of the classes offered during the summer session. Each class for adults conducted by an adult school between the close of one academic year and the beginning of another academic year may be established by the governing board only with prior written approval [California Administrative Code, Title 5, Education, section 120 (c)]. Summer classes for adults must be reported prior to May 1 on Form A-40-SS, "Summer School Report on Classes for Adults." When initiated, classes for adults that are not submitted for approval with the summer school report are to be reported on Form A-20 or Form A-20-A.

CHAPTER VI

Administration of Classes for Adults Attached to Day High Schools or Junior Colleges

Adult education programs attached to day high schools and junior colleges are subject to the requirements outlined in this chapter.

Administration in a High School District

The chief administrative officer of a high school district which had a total of less than 100 units of average daily attendance in classes for adults during the preceding fiscal year shall submit to the Bureau of Adult Education a report of the adult education program on Form A-40-A, "October Report on Classes for Adults Attached to a Regular Day High School." The governing board of the school district shall make an assignment of properly credentialed personnel for administration, supervision, evaluation, curriculum development, and guidance in the adult education program. The assignment for such services in the adult education program shall be equivalent to one day per year for each unit of average daily attendance in classes for adults during the preceding fiscal year.

If the governing board of the school district desires to establish a separate adult school when the average daily attendance is less than 100 units, the superintendent or principal of the school for adults submits Form A-40, "October Report on Separate School for Adults," to the Bureau of Adult Education. The administrative requirements for a separate school with *less* than 100 units differ from the requirements for the school with *more* than 100 units only in the time assignment of personnel for administrative services (see pages 35 and 36). When the units of average daily attendance in classes for adults are 100 or more, the adult education program shall be established and reported as an evening high school or an adult school.

Administration in a Junior College

When the adult education program in a junior college district has had less than 100 units of average daily attendance in classes for adults during the preceding fiscal year, it is not necessary to submit a plan of administration. However, the administrator of the school district must report the time assignments for nonteaching services for adult education. The governing board of the school district shall make a minimum time assignment of properly credentialed personnel for administration, supervision, evaluation, curriculum development, and guidance in the adult education program equivalent to one day per year for each unit of average daily attendance in the same program during the preceding fiscal year. When computing the total average daily attendance in the adult education program, the administrator should include all classes offered in the school district in which 75 percent or more of the enrollment consists of adults as defined in Education Code Section 5756.

The minimum time assignments for administering classes with 100 or more units of average daily attendance are as follows:

1. In an adult education program in a junior college which had a total of 100 through 199 units of average daily attendance during the preceding fiscal year in classes in which 75 percent or more of the enrollment consisted of adults as defined in Education Code Section 5756, the total administrative time assigned shall be equivalent to at least half the time of the normal time assignment of a full-time certificated employee.
2. In an adult education program in a junior college which had a total of 200 through 299 units of average daily attendance during the preceding fiscal year in classes in which 75 percent or more of the enrollment consisted of adults as defined in Education Code Section 5756, the total administrative time assigned shall be equivalent to the full-time assignment of a certificated employee within the district.

Required Time Assignments for Nonteaching Services

A.d.a.	*Time assignments*
100– 199	½ full time
200– 299	1 full time
300– 399	1¼ full time
400– 599	1½ full time
600– 799	2 full time
800– 999	2½ full time
1,000–1,199	3 full time
1,200–1,399	3½ full time
1,400–1,599	4 full time

Curriculum

Classes for adults may be organized and offered in the following subject areas: Americanization, business education, crafts, civic education and special fields, elementary subjects, English, fine arts, foreign languages, health and physical education, homemaking, industrial education and agriculture, mathematics, parent education, sciences, and social sciences.

All courses for adults that are offered on or before October 31 of each year shall be submitted for approval for apportionment purposes in connection with the October Report. Classes with course titles that are included in Adult Education Course Titles and Areas of Study (see pages 6 to 14) will be approved upon submission of catalogs, brochures, schedules, or other types of announcements in which the specific classes are listed. *Classes with other course titles must have approval prior to their establishment.* Information about the following classes must be reported on the particular forms specified.

1. Classes in civic education and special fields, such as driver education, driver improvement, first aid, leadership training, problems of the aging, psychology, safety education, and civil defense (Form A-20)
2. Crafts classes (Form A-20-A)
3. Health and physical education classes (Form A-20-A)
4. Forum and lecture series (forms A-10, A-11, A-13)

Classes commencing after October 31 must be reported to the Bureau of Adult Education within 30 days of the opening of the classes if the course titles are included in the list shown on pages 6 to 14. *Classes for which course titles are not shown on this list must have approval prior to their establishment.* With the exception of craft and health and physical education classes, which are reported on Form A-20-A, classes are reported on Form A-20. Once a class has been approved during the regular school year, it need not be reported again if additional sections of the offerings are scheduled.

Diplomas, Degrees, Certificates, and Guidance

Governing boards have the authority to provide for granting appropriate credits, certificates, diplomas, degrees, or other forms of recognition of skill or accomplishment in classes for adults. A high school maintaining classes for adults may grant credit, certificates, diplomas, and other recognition of skills in such classes as are authorized for the school district. A junior college maintaining classes for adults may grant credit, certificates, and other recognition of skills in such classes as are authorized for the school district. Information regarding high school and junior college graduation requirements is given in Guidance Services for Adults.[1]

Section 5708 of the Education Code provides for the establishment of standards for guidance and counseling services for adults. The requirements for the assignment of properly credentialed personnel for guidance services are stated in sections 122 through 122.1 of the California Administrative Code, Title 5, Education.

Operation

The following regulations apply to the operation of classes for adults attached to a day high school or junior college:

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[1] Eugene M. DeGabriele. *Guidance Services for Adults.* Bulletin of the California State Department of Education, Vol. XXX, No. 7, August, 1961. Sacramento: California State Department of Education, 1961, pp. 59-68.

1. Each class shall be maintained in connection with the school furnishing the administrative and supervisory services for such class.
2. Classes for adults may be conducted at any hour of the day or evening and on Saturdays but not on Sundays or certain holidays (Education Code Section 5210).
3. Credit toward graduation may be granted to those who meet the requirements for such credit.
4. The school shall maintain a permanent record file for each pupil enrolled in subjects being taken for credit.
5. Classes for adults, with a few exceptions, must be offered within the boundaries of the school district. Classes in nursing education may be offered outside the school district (Education Code Section 5721). Classes maintained outside the school district by a junior college can only be offered upon request of the governing board of the high school district and with the approval of the county board of education and the State Board of Education (Education Code Section 25508.5). The following information must be presented to the State Board of Education with the request for approval of out-of-district classes:
    a. A document showing the action taken by the *high school governing board* in requesting that junior college classes be maintained in the high school district
    b. A document showing the action of the *county board of education* in approving the request of the high school district governing board
    c. A document showing the action of the *governing board of the junior college district* in requesting State Board of Education approval for the maintenance of such classes
    d. A statement of the location of such classes, a list of the courses by name and number, and the estimated enrollment of each class
6. A registration fee may not be charged. Therefore, in the October report, care should be exercised to distinguish between tuition fees and charges for textbooks and supplies.
7. The administrative form to be used to report classes for adults attached to a day high school is A-40-A. Form A-40-B is to be used for reporting junior college programs.

Classes for Adults in Summer Session

Classes for adults attached to day high schools or junior colleges may be offered during the summer session. The laws and regulations pertaining to classes for adults shall apply to any of the classes offered during the summer sessions. Each class for adults offered by a day high school or junior college that is conducted between the close of one academic year and the beginning of another academic year may be established by the governing board only with prior written approval. [California Administrative Code, Title 5, Education, Section 120 (c)].

Summer classes for adults, which must be reported prior to May 1, are approved on Form A-40-SS, "Summer School Report on Classes for Adults." Classes for adults that are not submitted for approval with the summer school report are to be reported on Form A-20 or Form A-20-A when initiated.

CHAPTER VII

Financing Adult Education

Adult education programs are operated by high school, junior college, and unified school districts that obtain funds from local taxes, county taxes, state apportionments, and federal sources. At the school district level, tax resources include authorization for a special levy to meet current expenses of classes for adults (Education Code Section 20802.8) and may be supplemented through the use of tuition fees, incidental expense fees, sale of materials to students, and income from nonresident tuition fees. From the state school fund, school districts receive apportionments of basic and equalization aid for the attendance of minors as well as those adults who do not qualify under the definition of Education Code Section 5756. For all adults, as defined by Education Code Section 5756, allocation of state funds is made on the basis of formulas established for high school and junior college districts.

Federal funds may be apportioned for adult education purposes under the acts that provide for reimbursement of specific educational programs in whole or in part and on the basis of specific projects that may be approved for funding under existing federal acts.

Budget, Attendance, and Enrollment Procedures

School districts are required to prepare annual budgets on forms prescribed by the Superintendent of Public Instruction. The Division of Public School Administration of the State Department of Education has specified the categories of income and expenditure that shall be used in establishing budgets for the maintenance of classes for adults.[1] Since the Legislature has directed the State Department of Education to prepare annual reports on the current expenses of operating classes for adults in California's high school, junior college, and unified districts, it is essential such districts follow the standardized procedures.

Attendance Records. The apportionment of state funds for adult education is determined on the basis of average daily attendance. Therefore, it is essential that accurate attendance records be maintained. The following regulations shall be observed in maintaining attendance records of adult education programs:

1. Attendance records shall be on forms that clearly identify the name of the school, the date and time of the class, and the name of the

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[1] *California School Accounting Manual.* Prepared under the direction of the Bureau of School Apportionments and Reports with the Cooperation of the California Association of Public School Business Officials. Bulletin of the California State Department of Education, Vol. XXXIII, No. 2, June, 1964. Sacramento: California State Department of Education, 1964.

class and the teacher. Students' names shall appear on all attendance forms.

2. Attendance in classes for adults shall be recorded in clock hours for each student enrolled, and this attendance shall be reported to the principal at least once each week. For apportionment purposes, one hour of attendance in a class for adults consists of 60 minutes. No absence of a student shall be recorded except when such absence is equal to a full clock hour. When a student is in attendance during any part of a scheduled class period, his attendance is recorded for the entire period. If the class period is scheduled for one hour, the student will be credited with one hour of attendance. If the class period is scheduled for a fraction of an hour, then the student may be credited only for that fraction of an hour. Many classes are scheduled for more than one clock hour. For example, a class may meet for a 2½-hour session from 7:30 to 10 p.m., and the student who is present for all or a part of the hour between 7:30 and 8:30 is credited for one hour of attendance. If he is present for all or part of the hour between 8:30 and 9:30, he may be credited with an additional hour of attendance; but for attendance between 9:30 and 10 p.m., the maximum amount of time credited is one-half hour. Attendance is never credited for time intervals that are outside the regularly adopted class schedule.
3. Attendance shall be kept positively by the recording of actual clock hours and fractions of hours of attendance for each student enrolled. No symbols or equivalent markings may be used in attendance records other than the actual numerical entry of hours and fractions of hours. Any attendance entry other than a numerical record of actual attendance time shall be considered as an entry of zero attendance time.
4. Study trips are an appropriate part of an educational experience. Attendance counted on study trips may not exceed the number of hours and fractions of hours that have been regularly scheduled and approved by the Bureau of Adult Education for the class.
5. For detailed information on recording and reporting attendance, school officials should refer to *Attendance Accounting in California Public Schools.*[2]

Enrollment of Students. Student attendance may not be reported for apportionment purposes if the student is not regularly enrolled in a class. A student is regularly enrolled only when his enrollment is recorded on forms for the collection of the following minimum information:

1. Name of the school
2. Name and address of the enrollee

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[2] *Attendance Accounting in California Public Schools.* Compiled by Jack T. Erikson, Bureau of Administrative Services. Sacramento: California State Department of Education, 1966.

3. Date of enrollment
4. Program of studies
5. Age and date of birth of the enrollee, or in lieu of that, evidence that the enrollee is under twenty-one years of age or twenty-one years of age and over

Sign-up sheets that may be used in class sessions for the purpose of keeping attendance records are not acceptable as substitutes for regular enrollment on the prescribed forms.

Section 3380 of the Health and Safety Code provides that all minors under eighteen years of age in classes for adults must be immunized against poliomyelitis in a manner approved by the State Department of Public Health. School districts are not required to maintain immunization records for individual students, but they must maintain enrollment records that demonstrate the student's compliance with the law and regulations. Specific regulations of the State Board of Health pertaining to the enrollment of students are given in sections 3380 through 3387 of the Health and Safety Code. Section 3380 of this code is reproduced in Appendix B.

Computation of Attendance. In classes for adults, 180 minutes constitute one day of attendance. A student may be credited with more than 180 minutes of attendance in one day, but no student may be credited with more than 15 clock hours of attendance during any one school week unless he is enrolled in a class in elementary subjects, a class for which high school credit is given, a class in English for the foreign-born, a class in citizenship, or a class in a trade or industrial subject as such subjects are defined by the State Board of Education (Education Code Section 11151).

In the computation of average daily attendance, the attendance records of students are separated into the following categories:

1. Adults, as defined in Education Code Section 5756, who are twenty-one years of age and over and are enrolled in *less* than ten class hours per week in junior college districts or in ten periods of not *less* than 40 minutes each per week in high school districts
2. Adults who are carrying ten class hours or *more* per week in junior colleges or ten periods or *more* of not less than 40 minutes each per week in high schools; and all properly enrolled minors regardless of the number of hours carried per week

Allocation of state funds based on the average daily attendance of individuals in the first category just cited will be made in accordance with the provisions of Education Code Section 17951. In the computation of basic and equalization aid, the average daily attendance accumulated in the second category will be combined with all attendance in regular classes of the school district.

In the computation of total days of attendance, the total number of hours of attendance for all students is divided by three. The number of units of average daily attendance is obtained by dividing the total number of days of student attendance by 175.

State Apportionments

The state apportionment for each unit of average daily attendance for adults, as adults are defined in Section 5756, during the fiscal year is set forth in Education Code Section 17951 and paraphrased as follows:

> Allowances for adults per unit of average daily attendance in high school districts not eligible for supplemental support amount to $320 less the product of 50 cents multiplied by each $100 of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

For attendance in classes for adults, the apportionment for minors and other students who are not adults (as defined in Education Code Section 5756) is computed on the basis of the foundation program used for students in regular day high school classes of the district:

> Allowances for adults in high school districts eligible for supplemental support per unit of average daily attendance amount to $400 less the product of 85 cents multiplied by each $100 of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

For attendance in classes for adults, the apportionment for minors and other students who are not adults (as defined in Education Code Section 5756) is computed on the same foundation program and formula as are used for all other students in the regular day high school classes of the district:

> Allowances for adults per unit of average daily attendance in junior college districts amount to $490 less the product of 24 cents multiplied by each $100 of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

For attendance in classes for adults, the apportionment for minors and other students who are not adults (as defined in Education Code Section 5756) is computed on the same foundation program and formula as are used for all other students in regular day junior college classes of the school district.

In the computation of allowances for adult attendance, no school district may receive more than $230 per unit of average daily attendance or less than $125 per unit of average daily attendance.

Funds for Vocational Classes

Under the California State Plan for Vocational Education, limited funds are available for reimbursement of approved classes in homemaking education and industrial education. Funds also may be made available on the basis of project applications that are designed to accomplish a specific training goal. Information concerning reimbursement and the design of project applications may be obtained from the Bureau of Homemaking Education, Bureau of Business Education, and the Bureau of Industrial Education of the California State Department of Education.

Tuition Charges and Fees

No tuition fee may be charged adults enrolled in classes in English and citizenship for foreigners, in elementary subjects, or in high school credit classes if the adult does not have a high school diploma. No tuition fee may be charged adults enrolled in apprenticeship classes, and at no time may tuition fees be charged minors who attend classes for adults. Adults enrolled in junior college graded classes may be charged tuition fees except in the categories named above.

Tuition may be charged adults enrolled in all other classes, but at no time may the total income from tuition fees, apportionments from the State School Fund, and other funds received for maintaining the classes exceed the estimated cost of maintaining the classes.

Incidental Expense Account

In accordance with Education Code sections 5758 through 5760, school districts may collect an incidental fee from students. This fee shall not exceed 50 cents per pupil in any one school year. Incidental fees shall be expended only for (1) materials, services, or supplies for the operation of classes for adults; and (2) activities of particular benefit to students in classes for adults. The governing board of a school district may provide for the sale to students of materials purchased from the incidental expense account for use in connection with such classes. The proceeds of such sales shall be deposited in the incidental expense account and shall be available for the purposes of the account. The incidental expense fee should not be reported as a tuition charge.

Sale of Materials to Students

The governing board of a school district may sell to persons enrolled in classes for adults maintained by the district such materials as may be necessary for the making of articles in such classes. The material shall be sold at not less than the cost thereof to the district, and any article made therefrom shall be the property of the person making it. This is not a tuition charge, and charges for special supplies and materials should not be accounted for as tuition fees.

Student Body Funds

Any group of students may organize a student body association within the public schools with the approval of the governing board of the school district and subject to its control and regulations. Any such organization shall have as its purpose the promotion of activities on behalf of the students and shall be approved by the school authorities.

The funds of any student body organization shall be deposited in a bank approved by the governing board of the school district and shall be expended subject to such procedures as may be established by the student body organization and subject to the approval of an employee or official of the school district designated by the governing board.

The governing board of a school district may appoint an employee or official to act as trustee for student body funds and receive the funds in accordance with procedures established by the board for schools or classes for adults in which a student body is not organized. These funds shall be deposited in a bank approved by the board and shall be expended subject to the approval of said appointed employee or official and to such procedures as may be established by the board.

Destruction of Records

The governing board of a school district may destroy records of the district in accordance with Education Code Section 1034 and sections 3015 through 3016 of the California Administrative Code, Title 5, Education. Records of a basic or supplementary nature relating to attendance, average daily attendance, and the like must be retained until the second July 1 succeeding the completion of a legal audit required by a state or federal agency, whichever date occurs later.

CHAPTER VIII

Regulations Regarding Employment of Teachers in Classes for Adults

Regulations relating to the employment of teachers for adult education programs include specific requirements for (1) credentials; (2) tenure; (3) sick leave; and (4) retirement. These requirements are outlined in this chapter.

Credentials

Four basic types of credentials granted prior to January 1, 1964, authorize service in adult schools and classes for adults: (1) an adult education credential in designated subjects, an adult education credential for short unit courses, and a class D vocational credential in trade, industrial, and public service education; (2) a general secondary credential authorizing the holder to teach any subject, either in high school or junior college; (3) a special secondary credential authorizing the holder to teach only specified subjects and classes in high school or junior college; and (4) a junior college credential authorizing the holder to teach any subject in a junior college but not in a high school.

Under the new credential structure, which became operative January 1, 1964, service in classes for adults is authorized by (1) a standard teaching credential with specializations in elementary teaching, secondary teaching, and junior college teaching; and (2) a standard designated subjects teaching credential authorizing the holder to teach only designated subjects (Education Code sections 13190(b), 13192(b), 13194(b), and 13195).

Present credential requirements for teachers in classes for adults as authorized by the California Administrative Code, Title 5, Education, follow:

GROUP 6. THE STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIAL

Article 1. General Provisions

6302. Application and General Requirements. An applicant for the standard designated subjects credential shall comply with the procedure prescribed for application (Article 3 of Subchapter 18) and shall have completed the specific requirements set forth in this Group 6 with respect to the subject to be designated on the credential.

Article 9. The Standard Designated Subjects Teaching Credential Limited to Classes Organized Primarily for Adults

6370. Specific Requirements. The specific requirements for a standard designated subjects teaching credential limited pursuant to Education Code Section

13151 to teaching classes organized primarily for adults are all of the requirements of either (a) or (b).

(a) Full-time Teaching. Both of the following:

(1) Four years of appropriate education taken after high school graduation, or four years of appropriate successful experience obtained after high school graduation in the subject to be named on the credential, or any combination of any such experience and education. For a credential authorizing teaching in an academic subject matter area, the education shall be at the college or university level.

(2) Four semester hours of course work in the principles, methods, and materials of adult education.

(b) Part-time Teaching. Both of the following:

(1) The education, experience, or education and experience described in (a) (1).

(2) Submission of a written statement made by an official of a school district that, if the credential is granted, the applicant will be employed in that district to teach the subject or subjects named on the credential for not more than 120 clock hours per year, or a comparable statement made by a county superintendent of schools.

6371. Authorization for Service. (a) Full-time. The credential issued pursuant to subsection (a) of Section 6370 authorizes the holder to teach the subject or subjects named on the credential to classes organized primarily for adults.

(b) Part-time. The credential issued pursuant to subsection (b) of Section 6370 authorizes the holder to teach such subject or subjects to such classes for not more than 120 hours per year.

6372. Issuance on Condition upon Partial Fulfillment of Requirements. The credential, valid for two years, authorizing full-time teaching in classes organized primarily for adults, shall be granted on condition to an applicant who meets the requirements of Section 6370 (a) (1) and submits his written statement that he intends to complete all of the requirements for the credential.

The standard designated subjects teaching credential limited to classes organized primarily for adults authorizes full-time and part-time teaching. The holder of a part-time teaching credential is authorized to teach no more than 120 hours per school year. A clear credential that authorizes either part-time or full-time teaching is valid until revoked. A credential issued on a partial-fulfillment-of-requirements basis is valid for two years.

If the applicant is applying for a credential on a partial-fulfillment-of-requirements basis, he not only needs to submit the regular statement that he intends to complete all the requirements for the credential (four semester hours of course work in the principles, methods, and materials of adult education), but he must also furnish a statement to employ, which is completed by an official of the school that will employ him.

Education Code Section 13162 provides for each county or city and county board of education to issue temporary certificates for the purpose of authorizing salary payments to teachers whose credential applications are being processed. The applicant for such a temporary certificate shall make a statement under oath that he has duly filed his application for a credential, together with the required fee, and that to the best of his knowledge no reason exists why he should not be issued a certificate. Such certificate shall be valid for not more than 90 school days and only until the credential originally requested is either issued or denied by the State Board of Education.

Opportunities for meeting the four semester hours of credit in principles, methods, and materials of adult education required for the standard designated subjects teaching credential, as well as the renewal requirements under the adult education credential in designated subjects (under the old credential structure), are offered through teacher education institutions as follows:

1. A statewide teacher education program is conducted in University Extension classes of the University of California. Administrators of local programs in adult education may take steps alone or in cooperation with other administrators to organize classes for teachers who desire professional training in adult education. Six courses of two units of credit each are now available in the following areas: adult education methods, adult education materials and methods, adult learning, counseling techniques in adult education, community analysis in adult education, and problems in adult education. Classes are held in convenient centers in different sections of the state.

   Correspondence courses in adult education principles and methods are also offered by University Extension. Two courses of two units of credit each are available.

   Summer session and regular session courses in adult education are given each year at the Berkeley and the Los Angeles campuses of the University of California.

   The Bureau of Adult Education of the California State Department of Education, in cooperation with University Extension, the California Association of Adult Education Administrators, and the California Council for Adult Education, conducts a ten-day summer workshop for administrators and teachers. These workshops are held every other year and carry two units of professional inservice credit.
2. Many of the state colleges offer courses in professional training for teachers of adult education during the regular sessions and the summer sessions. Current catalogs list these courses. In addition, several of the state colleges offer workshops in adult education which, during the regular and summer sessions, are carefully planned and offered at convenient times and locations.
3. A number of accredited private universities and colleges offer courses for teachers of adult education in regular and summer sessions. All the private teacher education institutions provide extensive subject matter courses in many fields.

A noncertificated person may be employed as a lecturer in a lecture series or a forum series for a maximum of four lectures each term. The approval of lecture and forum series is described in Chapter III of this handbook.

Tenure

The following sections of the Education Code relate to tenure and permanent classification for teachers of classes for adults:

13309. When a teacher of classes for adults serves sufficient probationary time as provided in sections 13303 to 13308 and 13328 to be eligible for election to permanent classification in that district, his tenure shall be for such service as is equivalent to the average number of hours per week which he has served during his probationary years. In no case shall such an employee be classified as permanent for more than one full-time assignment. The service for which such a person has acquired tenure may be reduced in conformity with sections 13447 and 13448.

13311. Nothing in sections 13303 to 13308, inclusive, shall be construed to give permanent classification to a person in the evening school who is already classified as a permanent employee in the day school. In case a teacher obtains permanent classification in the evening school and later is eligible for the same classification in the day school by reason of having served the probationary period therein, he shall be given his choice as to which he shall take.

Sick Leave

Regulations relating to sick leave are set forth in the following section of the Education Code:

13468. Every person employed five days a week by a school district in a position requiring certification qualifications shall be entitled to 10 days' leave of absence for illness or injury and such additional days in addition thereto as the governing board may allow for illness or injury, exclusive of all days he is not required to render service to the district, with full pay for a school year of service. A certificated employee employed for less than five school days a week shall be entitled, for a school year of service, to that proportion of 10 days' leave of absence for illness or injury as the number of days he is employed per week bears to five and is entitled to such additional days in addition thereto as the governing board may allow for illness or injury to certificated employees employed for less than five school days a week; pay for any day of such absence shall be the same as the pay which would have been received had the employee served during the day. Credit for leave of absence need not be accrued prior to taking such leave by the employee and such leave of absence may be taken at any time during the school year. If such employee does not take the full amount of leave allowed in any school year under this section the amount not taken shall be accumulated from year to year with such additional days as the governing board may allow.

The governing board of each school district shall adopt rules and regulations requiring and prescribing the manner of proof of illness or injury for the purposes of this section. Such rules and regulations shall not discriminate against evidence of treatment and the need therefor by the practice of the religion of any well-recognized church or denomination.

Nothing in this section shall be deemed to modify or repeal any provision of law contained in Article 3 of Chapter 6 of Division 3 of the Health and Safety Code.

The provisions of Section 13467 relating to compensation, shall not apply to the first 10 days of absence on account of illness or accident of any such employee employed five days a week or to the proportion of 10 days of absence to which such employee employed less than five days a week is entitled hereunder on account of illness or accident or to such additional days granted by the governing board.

If the employee does not take the full amount of leave allowed in any school year, the leave is accumulated to his credit from year to year with such additional days as the governing board may allow. Furthermore, a certificated employee's sick leave entitlement can be transferred from one district to another (Education Code Section 13468.1).

Retirement

Regulations relating to the State Teachers' Retirement System are set forth in sections 13801 through 14415 of the Education Code. Teachers in adult education programs, including part-time teachers, are members of the retirement system with the exception of those listed in Education Code Section 14001 as follows:

> *14001.* . . . (e) Persons not already members who are employed on a part-time basis and who will render less than 24 hours of service per pay period, or on a daily basis and who will serve less than four days per pay period.
>
> (f) Persons not already members who are employed as instructors of adult education classes which have a duration of less than one school semester, or less than one school quarter of 12 weeks if the district operates its adult education program on that basis.
>
> (g) Persons not already members who are employed as part-time teachers and who are concurrently employed in full-time positions as members of another retirement system, other than a local system or a system administered and supported by the United States government, supported wholly or in part by public funds.
>
> For the purpose of this section a pay period may not be less than four weeks or more than one calendar month. . . .

Part-time teachers in adult education programs may obtain further information about retirement from the State Teachers' Retirement System, 1416 9th Street, Sacramento, California 95814.

CHAPTER IX

Evaluation

The goal of all adult education administrators is excellence in both the educational program and its management. High standards in the development of the program and professional relationships are important in attaining this goal; therefore, teachers and administrators should continually evaluate their programs.

Administrators of adult education programs maintained in adult schools or in connection with junior colleges may evaluate their programs in relation to the accreditation standards supported by the Western Association of Schools and Colleges. For some years accreditation procedures have resulted in the evaluation of the junior colleges' adult education programs. The Western Association of Schools and Colleges, Secondary Division, now includes evening high schools as secondary schools for purposes of evaluation and accreditation.

The publication adopted by the Western Association of Schools and Colleges as an evaluation instrument is the *Study Guide for Evaluation of Adult Schools*. This was developed by the California Association of Adult Education Administrators, the Los Angeles City Association of Adult Education Administrators, the Office of the Los Angeles County Superintendent of Schools, the Los Angeles County Association of Adult Education Administrators, and the Bureau of Adult Education of the California State Department of Education.[1] An earlier publication, *Professional Standards for Adult Education Administrators*, also contains useful evaluation information.[2]

Areas for Program Evaluation

Some aspects of adult education programs that should be evaluated include goals and purposes, school and community, studies, curriculum development, instructional materials, student personnel services, student activities, administration, instructional staff, classified staff, and school plant.

Goals and Purposes. Throughout the nation, educators have discussed the goals and purposes of adult education at great length.[3] The adult education programs in the California public schools provide the following opportunities:

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[1] *Study Guide for Evaluation of Adult Schools*. Los Angeles: Los Angeles City Association of Adult Education Administrators and Los Angeles County Association of Adult Education Administrators, 1960. (Distributed by the California Association of Adult Education Administrators.)

[2] *Professional Standards for Adult Education Administrators*. Prepared by the California Association of Adult Education Administrators in Cooperation with the Bureau of Adult Education. Bulletin of the California State Department of Education, Vol. XXIV, No. 16, November, 1955 (out of print). Sacramento: California State Department of Education, 1955.

[3] *Goals for Americans: The Report of the President's Commission on National Goals*. New York: The American Assembly, Columbia University, 1960, p. 94.

1. To pursue education leading to graduation at the elementary, high school, or junior college level.
2. To obtain basic education skills—reading, writing, speaking, listening, and arithmetic.
3. To prepare for citizenship or learning the English language. To take vocational education and training in the fields of agriculture, business education, industrial arts, and the service occupations; and in trade extension and apprenticeship training.
4. To retrain—learning new skills, new roles, and new understandings—for greater competency in present employment or for preparation in entering a new occupation.
5. To learn about homemaking and parent education.
6. To increase interest, competency, or leadership ability in civic affairs.
7. To receive instruction in areas of special community interest, such as individual and family survival, safety and health, and driver education.
8. To supplement educational and cultural backgrounds, including classes for senior citizens and for handicapped adults.[4]

School and Community. Since public schools are responsible to the people in the community, the accessibility of school services and facilities to every individual should be constantly evaluated. Adult education personnel should take pride in being close to the community and in being sensitive to the educational needs of all citizens.

Program of Studies. Since the program of studies in adult education includes all the educational experiences that are available to students while they are in attendance at the school, it should provide for the educational interests, needs, and abilities of all the students in the community. Constant adaptation is essential to the development of a versatile curriculum and should be a cooperative effort involving all staff members and all available resources. A program of studies is based on the philosophy of the school, and through the processes of curriculum development, a program emerges that represents the needs of the community. Courses should be offered at times and places that are most convenient for the adult student.

Within the framework of state regulations, local policies, and professional standards, adult education programs can serve a wide variety of needs. Some students have only short-term needs; others require long-range opportunities. Some must earn credits; others seek only specific competencies. Some students need literacy help; others seek guidance with the problems that confront mature citizens.

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[4] *Public Education at the Adult Level.* Prepared by the Bureau of Adult Education, California State Department of Education. Sacramento: California State Department of Education, 1965, p. 11.

A program of studies in adult education should meet the students' present needs as well as leave room for creative planning for their future needs. The program should be comprehensive enough to encourage students to look beyond their immediate educational goals.

Curriculum Development. Curriculum evaluation and development should be based on recognition of the adult student's need for instruction in meeting his daily problems as a wage earner, homemaker, and citizen. Curriculum development should involve all interested individuals—school administrators, teachers, students, community leaders, and citizens—and should make use of all appropriate resources and consultant services.

Instructional Materials. Textbooks and a wide variety of other instructional materials are needed for the adult education program. Just as the program must have great flexibility in order to meet local needs, so must the instructional materials be adequate and varied. To keep up with technological changes, adult education administrators must maintain good contacts with industries, businesses, and agencies in the community that can offer unique or experimental materials and special resources people.

Student Personnel Services. The student is the focus of all school activities, and his welfare and progress must always come first. Appropriate records must be kept and follow-up studies should be made to provide essential information about students. To facilitate the proper use of the records and tests, office equipment and physical facilities must be carefully selected.

Student personnel services in adult education programs should provide adequate educational, vocational, and personal guidance and should assist students and teachers in understanding the human relationships that enhance adult growth and learning. Guidance for adults should include continuous analysis of the community so that employment opportunities and local needs can be anticipated. The guidance workers must meet specific standards of professional preparation, and they must have administrative support. Assignments and counseling loads must be realistic if the students' needs are to be met.

Student Body Activities. In an adult education program, student body activities should permit students to share in democratic processes, should foster a friendly spirit among the students, and should promote a sense of participation beyond the classroom. Student body activities should be used to demonstrate the values of adult education as part of the school district's total program of education. These student body activities also form an important link between the community and the school.

Administration. Administrators of adult education programs are responsible for all phases of the program and for the coordination of the program with other levels of education. With good administrative leadership, the certificated staff can be a harmonious working unit, proud of its professional growth. The classified staff, also an important part of the team, can be made to feel that its contributions to the administration of adult education programs are prized.

If the administration of adult education programs is effective, the community is helped to utilize the services of the adult education program to the maximum. In turn, the administrators are alerted to community changes so that the program can be modified.

Responsibility for looking into the future and for sound planning falls upon the administrators. Vision, foresight, and leadership must be used in advance planning for curriculum, staff, materials, equipment, and the school plant.

Instructional Staff. A competent teaching staff is indispensable to the success of any school. Since enrollment and attendance are voluntary in the adult education program of a school, the teaching staff must attract students, and the quality of the teaching must be sufficiently high to hold them. Instructors must be thoroughly competent in their particular subjects and experienced in commercial, industrial, vocational, and avocational fields. It is of paramount importance that their experience be recent and extensive. The teacher's experience and mastery of subject matter are essential to successful instruction.

Classified Staff. In the performance of their duties, members of the classified staff in an adult education program often are the initial contact that students and the community have with the school. Therefore, their courtesy, efficiency, and helpfulness can play an important part in giving the program a good reputation.

The classified staff for an adult education program is not necessarily similar to that needed at other educational levels although in many school districts, the buildings and classified staff are shared.

School Plant. An adult education program must function from a well-planned, well-located central office which is available whenever needed for use by the adult education staff. The school plant should be commensurate in size and facilities with the geographic area served and with the potential needs of a changing community.

It has been common practice to conduct adult education programs in existing school facilities. The administrator of the program must often show ingenuity in redesigning or adapting the facilities to the needs of adult students. There are now many communities in which adult education programs are conducted in facilities specifically designed for them, some are in separate school plants, and others are in schools that incorporate the programs with other levels of education.

APPENDIX A

Education Code Provisions Relating to Adult Education

5553. **The high schools of the State are designated as four-year high schools, junior high schools, senior high schools, continuation high schools, and evening high schools. Evening high schools may be designated as adult schools.**

5701. **Adult schools, evening high schools and evening junior colleges shall consist of classes for adults. Minors may be admitted to such classes pursuant to Section 5706.**

5702. **The governing board of any school district maintaining secondary schools shall have power with the approval of the State Department of Education to establish and maintain classes for adults, except programs and classes in outdoor science education and conservation education as the term is employed in Section 8425, for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical and general education.**

5703. **The governing board of a high school district or unified school district may establish classes for adults. If such classes result in average daily attendance in any school year of 100 or more, such districts shall establish an adult school for the administration of the program.**

5704. **The governing board of a high school district or unified school district may establish and maintain one or more adult schools by resolution of the governing board.**

5705. **Classes for adults shall conform to any course of study and graduation requirements otherwise imposed by law or under the authority of law.**

5706. **Such classes shall be open for the admission of adults and of such minors as in the judgment of the governing board may be qualified for admission thereto.**

5707. **Such classes may be convened at such hours and for such length of time during the day or evening and at such period and for such length of time during the school year as may be determined by the governing authority.**

5708. **The State Department of Education shall establish standards including standards of attendance, curriculum, administration, and guidance and counseling service for such classes as a basis for the several apportionments of state funds provided herein for the support of such classes.**

5709. **Governing boards shall have the authority to provide for granting appropriate credits, certificates, diplomas or other recognition of skill or accomplishment in such classes which such districts are otherwise authorized to grant.**

5710. **The governing board of a high school district or a unified school district shall have the authority to award diplomas or certificates to adults and eligible minors enrolled in adult schools upon satisfactory completion of a prescribed course of study in an elementary school program.**

5716. **Classes for adults may be maintained in conjunction with day or evening high schools or day or evening junior colleges, or day or evening adult schools.**

5717. **The governing board of any high school district or unified school district may provide for the maintenance on Saturday of classes for adults.**

5718. **High schools and junior colleges maintained in any state institution for adults or in any city, county, or city and county jail, road camp or farm shall consist only of classes for adults.**

7831. **A course of study for each adult school shall be prepared under the**

direction of the governing board of the district maintaining the adult school and shall be subject to the approval of the State Department of Education.

7832. The course of study may include instruction designed to fit the needs of adults in the fields of civic, vocational, literacy, homemaking, technical and general education.

7833. The governing board of any school district maintaining an adult school shall have authority with the approval of the State Department of Education to establish a prescribed course in elementary subjects appropriate to needs of adults.

7834. The governing board of each district maintaining an adult school and offering an elementary program shall prescribe requirements for eighth grade graduation from the adult school.

7835. The governing board of any school district maintaining an adult school shall with the approval of the State Department of Education prescribe the requirements for the granting of diplomas in conformity with the provisions of Section 7901 and Section 7904.

7836. No state funds shall be apportioned to any districts on account of the attendance of students enrolled in adult schools unless the courses have been approved by the State Department of Education.

Participation in Federal Programs

1006. The governing board of any school district, or any county superintendent of schools, may participate in any program authorized by the "Economic Opportunity Act of 1964."

Participation may include, but is not limited to, entering into agreements with the Director of the Office of Economic Opportunity or any public or private nonprofit agency, or combination thereof, pursuant to the "Economic Opportunity Act of 1964" (P. L. 88-452; 78 Stat. 508) and acts amending or supplementing that act. Participation may also include the expenditure by the school district of whatever funds may be required by the Federal government as a condition to such participation.

1007. To the extent permitted by, and pursuant to, Federal law, such agreements may be entered into by the governing board of a school district without prior approval of the State Board of Education.

Classes in County Jails, Farms and Road Camps

11151.5. In classes for adults maintained for adults in any county jail, or any county industrial farm or county or joint county road camp, a day of attendance is 180 minutes of attendance; but no pupil in such a class shall be credited with more than one day of attendance in any calendar day, nor with more than 15 clock hours of attendance during any one school week.

17952. The Superintendent of Public Instruction shall allow to each school district maintaining secondary schools an amount equal to the actual current expense of the district of maintaining adult education classes for prisoners in any county jail, or any county industrial farm or county or joint county road camp for the current fiscal year. The amount so allowed to a district for each unit of average daily attendance in such classes shall in no event exceed the total of the amounts allowed to the district as basic state aid and state equalization aid for each unit of average daily attendance of the district exclusive of the average daily attendance of the district in classes for adults.

For the purposes of this section, the Superintendent of Public Instruction shall, by rules and regulations, establish minimum standards for the conduct of the adult education classes, including, but not necessarily limited to, attendance requirements and requirements concerning records to be kept and reports to be submitted.

District Tax for Classes for Adults

20802.8. The maximum rate of school district tax for any school year is hereby increased by such amount as will produce the amount of the proposed expenditures of the school district for adult education purposes as shown by the budget of the district for such school year less state apportionment, as finally adopted by the governing board of the district, less any unencumbered balances remaining at the end of the preceding school year derived from the revenue from the increase in the rate of tax provided by this section.

The increase provided by this section shall not exceed ten cents ($0.10) per each one hundred dollars ($100) of the assessed value of property within the district, and the increase shall be in addition to any other school district tax authorized by law to be levied.

If at the end of any school year there remains an unencumbered balance derived from the revenue of the increase in tax rate hereby provided, such balance shall be used exclusively in the following school year for the expenditures of the school district during that year for adult education purposes.

No district funds shall be used for adult education purposes except the proceeds of the tax rate herein provided and any other available district funds other than those derived from the proceeds of the statutory maximum tax rate prescribed in Section 20801.

As used in this section, the designation "adult education purposes" means all current expenses of the district, excluding the expenses for which district taxes may be levied under sections 14214, 14657, 20801.5, 20802.6 and 20806 of this code and Section 20532 of the Government Code, for classes for adults, as such classes are authorized under Chapter 5.5 (commencing with Section 5701) of Division 6 of this code, except under Articles 4, 5, and 6, inclusive, thereof. "Adult education purposes" does not include classes for adults authorized under Articles 4, 5, and 6, inclusive of Chapter 5.5 (commencing with Section 5701) of Division 6 of this code.

Attendance and Apportionments

5756. For the purpose of crediting attendance for apportionments from the State School Fund during the 1964-1965 fiscal year and thereafter, "adult" means any person who has attained his 21st birthday on or before September 1st or February 1st of the semester for which he has enrolled, and who has enrolled in less than 10 class hours as defined in Section 11451 for junior college districts or 10 periods of not less than 40 minutes each per week for high school districts.

11151. In classes for adults, a day of attendance is 180 minutes of attendance but no pupil shall be credited with more than 15 clock hours of attendance during any one school week unless he is enrolled in a class in elementary subjects, a class for which high school credit is given, a class in English for foreigners, a class in citizenship, or a class in a trade or industrial subject as trade or industrial subject is defined by the State Board of Education.

17667. Each computation required by this article (commencing at Section 17651) for high school and junior college districts shall be made after excluding from the average daily attendance for the fiscal year the average daily attendance of adults, as adults are defined in Section 5756 and the average daily attendance in classes for inmates of any state institution for adults or of any city, county, or city and county jail, road camp or farm for adults during the fiscal year.

17801. The Superintendent of Public Instruction shall allow to each high school district one hundred and twenty-five dollars ($125) for each unit of average daily attendance in the district during the fiscal year as computed under Sections 11403, 11452, and 11501, subject to the provisions of Section 17610, but not less than two thousand four hundred dollars ($2,400) shall be allowed to any high school district, to be known as basic state aid.

The Superintendent of Public Instruction shall exclude from the computation of allowances provided by this section the average daily attendance during the fiscal year of adults, as adults are defined in Section 5756 and of inmates of any state institution for adults or of any city, county, or city and county jail, road camp or farm for adults.

17851. The Superintendent of Public Instruction shall allow to each junior college district one hundred twenty-five dollars ($125) for each unit of average daily attendance in grades 13 and 14.

Beginning with the fiscal year 1960–1961, average daily attendance for the purpose of this section shall be computed under Sections 11451 and 11501 subject to the provisions of Sections 17611 and 17666.2.

The Superintendent of Public Instruction shall exclude from the computation of allowances provided by this section the average daily attendance of adults, as adults are defined in Section 5756 and of inmates of any state institution for adults or of any city, county, or city and county jail, road camp or farm for adults.

17951. Beginning with the fiscal year 1964–1965 and for each fiscal year thereafter, the allowance for each unit of average daily attendance during the fiscal year for adults, as adults are defined in Section 5756, shall be as follows:

(a) For those high school districts not eligible for supplemental support the allowance shall be three hundred twenty dollars ($320) less the product of fifty cents ($0.50) multiplied by each one hundred dollars ($100) of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

(b) For those high school districts eligible for supplemental support the allowance shall be four hundred dollars ($400) less the product of eighty-five cents ($0.85) multiplied by each one hundred dollars ($100) of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

(c) For each unit of average daily attendance attached to a junior college the allowance shall be four hundred ninety dollars ($490) less the product of twenty-four cents ($0.24) multiplied by each one hundred dollars ($100) of the assessed valuation of the district per unit of average daily attendance exclusive of adults.

The allowance provided by this section for each unit of average daily attendance of an adult, as an adult is defined in Section 5756, not residing in the district and not residing in any district maintaining a junior college shall be limited to one hundred twenty-five dollars ($125) as basic state aid and no allowance shall be made based on state equalization aid. The total of basic and equalization aid allowed each district shall not be less than one hundred twenty-five dollars ($125) or exceed two hundred thirty dollars ($230) for each unit of average daily attendance during the fiscal year for resident adults, exclusive of average daily attendance in classes for inmates of any state institution for adults and for inmates of any city, county, or city and county jail, road camp or farm for adults.

If any computation made under any of the preceding paragraphs of this section produces an allowable amount not in excess of one hundred twenty-five dollars ($125) per unit of average daily attendance, such allowable amount computed shall be adjusted if, and to the extent necessary, so that the actual allowance shall not exceed one hundred twenty-five dollars ($125) per unit of average daily attendance of the adults in high schools and junior colleges during the preceding fiscal year.

17611. For the purposes of computation of allowances and apportionments from the State School Fund, whenever computations of apportionments based on average daily attendance are made for junior college districts only the attendance in all classes of grades 13 and 14 and all types of ungraded classes, including classes for adults, which have been reported as attached to, or as a part of, a junior college which maintains grades 13 and 14 shall be included.

Special Day and Evening Classes in Elementary Districts

5723. The governing body of any elementary school district may establish and maintain, in connection with any school under its jurisdiction, special day and evening classes and summer schools, consisting of special day classes or special evening classes or both, for the purpose of giving instruction in any of the branches of study prescribed and authorized for the elementary schools.

5724. These classes may be convened at such hours and for such length of time during the school day or evening, and at such period and for such length of time during the school year as may be determined by the governing authority in accordance with rules and regulations of the State Board of Education and with the prior written approval of the State Superintendent of Public Instruction.

5725. The evening elementary schools and the special day and evening classes of the elementary schools of any school district shall be open for the admission of such minors and adults as in the judgment of the governing board of the school district maintaining the schools or classes may profit from the instruction offered.

Classes in Elementary English

5726. Upon application of 20 or more persons above the age of 21 years residing in a high school district who cannot speak, read, or write the English language to a degree of proficiency equal to that required for the completion of the sixth grade of the elementary schools, the governing board of the high school district shall establish classes in English.

5727. Application for classes shall be made in time to permit the board to arrange to meet the expenses of the classes.

5728. The board may establish the classes without demand and with a lesser number of students.

5729. The classes shall be held at least twice a week for a two-hour period.

5730. If the enrollment in any class falls to 10 or less for a one-month period, the governing board may discontinue the class for that year.

Classes in Citizenship

5736. In counties in which the U.S. district courts are located, the superintendent of schools of the county or city and county shall obtain monthly from the clerk of the U.S. district court the names and addresses of all persons filing their declarations of intention to become citizens of the United States or their petitions for naturalization.

5737. The superintendent of schools of the county or city and county, after obtaining the names and addresses of the applicants, shall send a written or printed notice to the applicants, stating that this article authorizes the governing board of any school district to establish upon application classes in training for citizenship. The form of this notice shall be furnished by the Superintendent of Public Instruction.

5738. Upon application of 25 or more persons desiring training for citizenship and residing in a high school district, the governing board shall establish special classes in training for citizenship. Upon demand the board may establish the classes with a lesser number of applicants.

5739. Application for classes shall be made in time to permit the governing board to arrange to meet the expenses of the classes.

5740. Upon satisfactory evidence that any school district required to do so has failed to establish and maintain classes in training for citizenship, the Superintendent of Public Instruction and county superintendent of schools may withhold 5 percent of state and county apportionments until the district has complied with the provisions of this article.

5741. The course of study in training for citizenship shall consist of the teaching of U.S. history, state and community civics, and the Constitution of the United States, with special reference to those sections in the Constitution which relate directly to the duties, privileges, and rights of the individual, and such allied subjects, including English for foreigners, or activities as will properly prepare the applicants to understand and assume the responsibilities of citizenship.

5742. The classes shall be held at least twice a week for three months. At the close of this period, if the enrollment in any class has fallen to 10 or less for the month, the governing board of the district may discontinue the class for that year.

Tuition in Classes for Adults

5757. Except as specified in this section, an adult enrolled in a class for adults may be required by the governing board of the district maintaining the class to pay a tuition for such class. No charge of any kind shall be made for a class in English and citizenship for foreigners or a class in an elementary subject. No tuition charge shall be made for a class designated by the governing board as a class for which high school credit is granted when such class is taken by a person who does not hold a high school diploma. The total of the tuition required and the apportionments from the State School Fund for all attendance in the classes shall not exceed the estimated cost of all such classes maintained.

10509. Notwithstanding any other provisions of this code, no charges or fees of any kind shall be required to be paid by any apprentice, or by his parents or guardian, for admission or attendance in any class in any school district which provides instruction under Section 3074 of the Labor Code in accord with the requirements of subdivision (d) of Section 3078 of that code. Nothing contained in this section, however, shall be construed as prohibiting the governing board of a school district providing nonresident apprentices of that district with such instruction under Section 3074 of the Labor Code from charging to, or collecting from, the school district in which such nonresident apprentices reside, tuition and other charges or fees in accordance with the definitions and provisions contained elsewhere in this code.

25502.5. Each junior college shall provide for the education of pupils in the 13th and 14th grades and for the education of such adults and minors as may properly be admitted but who are not classifiable by grade.

Persons 21 years of age or over enrolled in less than 10 class hours as defined in Section 11451 in classes of any kind whatsoever maintained in connection with a junior college, except classes maintained in English and citizenship for foreigners, classes in elementary subjects, and classes which are required in order that the participant may qualify for a high school diploma, where no charge of any kind shall be made, may be required by the governing board of the district maintaining the class to pay a tuition for such classes. The total of the tuition required and the apportionments from the State School Fund on account of the attendance in the classes shall not exceed the estimated cost of all such classes maintained.

Incidental Expense Account

5758. The governing board of a school district conducting classes for adults may establish an account in a bank for each school of the district in which classes for adults are maintained. The account shall be known as "The Incidental Expense Account of (insert name of school) school of (insert name of district) District." The governing board may establish regulations providing for the collection of an incidental fee from each pupil enrolled in such classes for adults as the governing board may determine. The fee collected from each pupil shall not exceed fifty cents ($0.50) in any school year. All fees shall be deposited in the account for that school and shall be expended only for (1) materials, services, or supplies for the operation of classes for adults in such school; and (2) activities of particular benefit to pupils in classes for adults in such school.

For the purposes of Section 5757, and Sections 5758 to 5760, inclusive, classes for adults maintained in connection with a school shall be deemed to be maintained in such school.

5759. The governing board of the district shall designate an employee or employees of the district to have custody of the incidental expense account, or accounts, who shall be responsible for the payment into the account, or accounts, of all moneys required to be paid into the account, or accounts, and for all expenditures therefrom, subject to such regulations as the governing board prescribes.

5760. The regulations of the governing board may provide for the sale of materials purchased from the incidental expense account to pupils in classes for adults, for use in connection with such classes. The proceeds of all such sales shall be deposited in that account and shall be available for the purposes of that account.

Classes in Tuberculosis or Polio Wards in Hospitals or Sanatoriums

5722. Anything in this chapter to the contrary notwithstanding, whenever any county or city and county maintains a tuberculosis ward, hospital or sanatorium in another county of this state, the governing board of any school district of the county or city and county maintaining such institution, if authorized to maintain classes for adults, may establish and maintain such classes in such institution for pretuberculosis, tuberculosis, and convalescent minors and adults, and the attendance of pupils in the classes shall be credited to the district maintaining the classes.

6851. Whenever a school district maintains a school or classes at a tuberculosis or polio ward, hospital or sanatorium established and maintained by a county or group of counties, any minor or adult who has been admitted to such ward, hospital or sanatorium is, if otherwise qualified, eligible to attend such school or classes but shall be deemed to be, for the purposes of this code, a resident of the school district in which he resided prior to his admission to such tuberculosis or polio ward, hospital or sanatorium.

The minimum school day for such classes is 180 minutes. Whenever two or more districts are authorized and operate such schools or classes the governing boards of the districts may jointly employ personnel to administer and conduct the programs.

The school district maintaining the school shall, no later than 30 days following the date of enrollment of a student who resides in another school district under this section, notify the district of residence of the student's enrollment.

6852. The cost for a school year of educating any minor or adult who attends such a school or class and who is deemed to be a resident of the district in which he resided prior to his admission to such tuberculosis or polio ward, hospital, or sanatorium shall be paid by the school district of which any such minor or adult is a resident to the district maintaining a school or class in which such minor or adult is enrolled pursuant to this article. The cost shall be determined by dividing the total current expenditures of the school district during such school year for the maintenance of such school or classes, less all apportionments from the State or allocations from the Federal Government on account of such school or classes, by the total number of units of average daily attendance in such school or classes during such school year.

Minors in such schools or classes shall be apportioned excess cost apportionments for handicapped minors as stated elsewhere in this code.

The Superintendent of Public Instruction shall adopt standards and regulations relating to administration, attendance, accounting and counseling in hospital schools and classes.

Student Body Organization

10701. Any group of students may organize a student body association within the public schools with the approval and subject to the control and regulation of the governing board of the school district. Any such organization shall have as its purpose the conduct of activities on behalf of the students approved by the school authorities and not in conflict with the authority and responsibility of the public school officials. Any student body organization may be granted the use of school premises and properties without charge subject to such regulations as may be established by the governing board of the school district.

Employment of Lecturers

13302. The principal of any day or evening secondary school in which there are classes for adults, at his discretion may employ when so directed by the governing board of the school district, special lecturers well qualified in their subjects to speak in lecture and forum series, without the lecturer being required to hold a teacher's certificate.

Such lecturer shall not be employed in any school for more than four lectures each term.

Community Service Classes

6321. The governing board of any school district maintaining secondary schools is authorized without the approval of the State Department of Education to establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. Such classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein.

6321.5. Community service classes shall be open for the admission of adults and of such minors as in the judgment of the governing board may profit therefrom.

6322. Community service classes may be convened at such hours and for such length of time during the day or evening and at such period and for such length of time during the school year as may be determined by the governing board of the district.

6322.5. Governing boards shall have the authority to provide for granting appropriate certificates or other recognition of skill or accomplishment in such classes.

6323. Attendance or average daily attendance in community service classes pursuant to this article shall not be reported to the State Department of Education for apportionment. No apportionment from state funds shall be made to establish or maintain such classes.

6324. Governing boards may expend from the general fund of the district any money which is budgeted for community services to establish and maintain community service classes and may charge student fees not to exceed the cost of maintaining such classes or may provide instruction in such classes for remuneration by contract, or with contributions or donations of individuals or groups.

Sick Leave and Leave of Absence

13468.1. Any certificated employee of any school district who has been an employee of that district for a period of one school year or more and who accepts a position requiring certification qualifications in another school district at any time during the second or any succeeding school year of his employment with the first district, or who, within the school year succeeding the school year in which such employment is terminated, signifies acceptance of his election or employment in a position requiring certification qualifications in another school district, shall have transferred with him to the second district the total amount of leave of absence for illness or injury to which he is entitled under Section 13468. The State Board of Education shall adopt rules and regulations prescribing the manner in which the first district shall certify to the second district the total amount of leave of absence for illness or injury to be transferred. No governing board shall adopt any policy or rule, written or unwritten, which requires any certificated employee transferring to its district to waive any part or all of the leave of absence which he may be entitled to have transferred in accordance with this section.

13468.5. Any days of leave of absence for illness or injury allowed pursuant to Section 13468 may be used by the employee, at his election, in cases of personal emergency, including any of the following:

(a) Death of a member of his immediate family.

(b) Accident, involving his person or property, or the person or property of a member of his immediate family.

(c) Appearance in court as a litigant; or as a witness under an official order.

The governing board of each school district shall adopt rules and regulations requiring and prescribing the manner of proof of personal emergency for purposes of this section. No such accumulated leave in excess of six (6) days may be used in any school year for the purposes enumerated in this section.

Nursing Classes Maintained out of District

5721. The governing board of any district offering a nursing program, or related program in the healing arts, either in regular graded classes or in classes for adults, may maintain classes in such a program at hospitals located within or without the district for the purpose of providing the hospital training for students in such classes.

Classes for Handicapped Adults

5746. The governing board of any school district maintaining secondary schools shall have the power, with the approval of the State Department of Education, to establish special classes for adults designed to serve the educational needs of handicapped adults. Such classes shall be directed to providing instruction in civic, vocational, literary [literacy], homemaking, technical, and general education.

5747. Special classes for handicapped adults may be conducted under the direction of the governing board of the school district in workshop and training facilities provided by nonprofit organizations, or in public school facilities.

Teacher Retirement

14001. The following persons are excluded from membership in the retirement system:

(a) Any person who shows to the satisfaction of the board, that he will be unable, by reason of the nature of his services, to become eligible to benefits thereunder.

(b) Persons employed in a status which is requisite for membership but who are members of a county retirement system. A member who is excluded by this subdivision shall not be considered to have terminated his membership or right to a retirement allowance based on time served as a member unless he withdraws his contributions as provided in Section 14151.

(c) Persons serving as exchange teachers from outside of this state.

(d) Persons employed on a substitute basis, who are not already members when they become employed and who render less than 100 complete days of service during the school year. If, at the end of a pay period, a substitute teacher has rendered 100 or more complete days of substitute service in that school year and subsequently renders one or more complete days of such service in that school year, he shall become a member on the first day of the pay period during which such additional service was rendered.

(e) Persons not already members who are employed on a part-time basis and who will render less than 24 hours of service per pay period, or on a daily basis and who will serve less than four days per pay period.

(f) Persons not already members who are employed as instructors of adult education classes which have a duration of less than one school semester, or less than one school quarter of 12 weeks if the district operates its adult education program on that basis.

(g) Persons not already members who are employed as part-time teachers and who are concurrently employed in full-time positions as members of another retirement system, other than a local system, supported wholly or in part by public funds.

For the purposes of this section a pay period may not be less than four weeks or more than one calendar month.

(h) Persons not already members employed in the public schools only as an instructor in classes organized under the Manpower Development and Training Act of 1962, the Economic Opportunity Act of 1964, or Section 1503.1 or Section 4012 of the Welfare and Institutions Code.

(i) Persons not already members who are employed for less than full time in positions requiring health and development credentials, or a standard credential in designated services for health.

14151. Upon the termination of a member's employment by any cause other than death or retirement there shall be paid to him, or if no other benefits are payable under this chapter upon the death of a member, there shall be paid to the beneficiary nominated by the deceased member:

(a) The Permanent Fund contributions, without interest, standing to the credit of his individual account, as having been made after July 1, 1935.

(b) The accumulated annuity contributions standing to the credit of his individual account in the Retirement Annuity Fund.

(c) Any moneys standing to the credit of his individual account in the Annuity Deposit Fund pursuant to Section 13906, together with the interest accumulated thereon.

(d) The shelter contributions standing to the credit of his individual account, together with credited interest if he has made such contributions for more than five (5) years, but otherwise without credited interest.

Issuance of Temporary Certificates

13162. Each county or city and county board of education may issue temporary certificates for the purpose of authorizing salary payments to teachers whose credential applications are being processed. The applicant for such a temporary certificate shall make a statement under oath that he has duly filed his application for a credential together with the required fee and that to the best of his knowledge no reason exists why he should not be issued a certificate. Such certificate shall be valid for not more than 90 school days and only until the credential originally requested is either issued or denied by the State Board of Education.

Restrictions Applicable to Adult Schools and Classes

5753. No class for adults shall be maintained by any district: (1) if the district receives compensation for such class from any public or private agency, individual or group of individuals, except fees authorized by Section 5757 and apportionments from the state and federal government; or (2) if such classes are not open to the general public; or (3) if the pupils attending such classes are paid for such attendance. The State Board of Education may adopt such regulations as may be necessary to define "payment" and "payment for attendance" as used in this section.

No classes for adults shall be maintained by any district if the cost of such class is paid entirely from federal funds.

5754. No class for adults in dancing or recreational physical education shall be maintained by any district for which the district receives money from the State School Fund.

APPENDIX B

Health and Safety Code Provisions Relating to Adult Education

Immunization Against Poliomyelitis

3380. No person may be unconditionally admitted as a pupil of a private elementary or secondary school or as a pupil of any school district unless prior to his first admission to school in California he has been immunized against poliomyelitis in the manner and with immunizing agents approved by the State Department of Public Health.

A person who presents evidence that he has received one such immunizing dose of poliomyelitis vaccine may be admitted on condition that within a period designated by regulation of the State Department of Public Health he presents evidence that he has been fully immunized against poliomyelitis.

A person who has not received any poliomyelitis vaccine may be admitted on condition that within two weeks of the date of his admission he shall present evidence that he has obtained his first such immunizing dose and shall thereafter within a period designated by regulation of the State Department of Public Health present evidence that he has been fully immunized against poliomyelitis.

This chapter does not apply to:

(a) Any person who is seeking admission to a public secondary school as an "adult" as that word is defined in Section 5756 of the Education Code.

(b) Any person who is seeking admission to a private secondary school for enrollment in a course consisting of less than 10 hours of instruction a week who attains his 21st birthday prior to the first day of the semester or other period of instruction for which he is seeking enrollment.

(c) *Any person who is seeking admission to a junior college who has graduated from a high school located in this state.*

(d) *Students 18 years of age or older seeking enrollment in an adult school or a class for adults.*

The provisions of the Health and Safety Code pertaining to the immunization program and the records to be maintained for those students required to be immunized are included in Sections 3381 to 3387.

APPENDIX C

Regulations of the California Administrative Code, Title 5, Education, Relating to Adult Education

25. Fees Not Required Unless Authorized by Law. No pupil enrolled in a public elementary or secondary school shall be required to pay any fee, deposit or other charge not specifically authorized by law.

Cumulative Record

80. Definition. (a) A cumulative record is a history of a pupil's development and educational progress maintained for the purpose of providing the best possible conditions for his education.

(b) For the purposes of Section 10752 of the Education Code, the recorded information should be similar to that provided for by the form known as the California Cumulative Record.

(c) If items of information that are required by Section 79(a) to be kept permanently in the school are recorded on separate forms, such items shall either be entered on the cumulative record or a duplicate copy thereof shall be attached to the cumulative record whenever it is transferred, except that subjects taught and marks or credits given in the elementary schools may be recorded in summary form as of the date of transfer for transmittal with the cumulative record.

80.1. Requirement. A cumulative record shall be maintained for each pupil enrolled in programs of instruction leading to a certificate, diploma, or degree in the public schools in California subsequent to July 1, 1960.

80.2. Transfer of Record. In the event of a pupil's transfer to another school district within this State and upon the request of that district, the cumulative record, or a copy thereof, with entries brought up to date shall be forwarded promptly by United States mail or other responsible agency.

80.3. Inspection of Records. During consultation between a certificated employee of a school district and a parent of a pupil, the cumulative record of that pupil may be made available to his parent for inspection.

Evening Schools and Classes for Adults

118. Scope. (a) The provisions of this article apply to all evening schools and to all classes for adults maintained by high school districts, junior college districts, and unified school districts.

(b) As used herein:

(1) "Bureau" means Bureau of Adult Education of the State Department of Education or its successors.

119. Maintenance. Evening schools and all classes for adults shall be maintained in conformity with law and the requirements of this article.

120. Approval. (a) Each such school must be approved each year by the bureau as one established and maintained in conformity with law and this article as a condition to the recognition of such school as a separate school or to the crediting of attendance in such school for apportionment purposes.

(b) Each class must be approved by the bureau as one established and maintained in conformity with law and this article as a condition to the crediting of attendance for apportionment purposes. Classes will be approved by the bureau in the following areas:

(1) (A) Americanization
    (B) Business Education
    (C) Crafts
    (D) Civic Education and Special Fields
    (E) Elementary Subjects
    (F) English
    (G) Fine Arts
    (H) Foreign Languages
    (I) Health and Physical Education
    (J) Homemaking
    (K) Industrial Education and Agriculture
    (L) Mathematics
    (M) Parent Education
    (N) Sciences
    (O) Social Sciences

(2) For classes in physical education, crafts, forum and lecture series, civic education, and special fields and classes consisting of forum and lecture series, supplementary information shall be supplied on forms prescribed by the bureau.

(c) Each evening school and each class for adults to be conducted between the close of one academic year and the beginning of another academic year may be established by the governing board only with the prior written approval of the Superintendent of Public Instruction. Application for such approval made on forms prescribed and furnished by the Superintendent of Public Instruction shall be submitted on or before May 1 preceding the period during which the evening school or class for adults is to be maintained.

120.1. Compliance with Regulations. No class will be approved which does not comply with these regulations. If any regulation is violated with respect to any class which has been approved, such approval will be withdrawn.

120.2. Attendance and Enrollment. The attendance of persons not regularly enrolled in a class shall not be counted. A person is regularly enrolled in a class only when his enrollment has been entered on forms which meet the requirements of the bureau or Superintendent of Public Instruction. Sign-up sheets used at a class session for attendance-keeping purposes shall not be considered sufficient evidence to constitute regular enrollment.

120.3. Classes Not Permitted. Classes for recreational or entertainment purposes or for the sole purpose of occupying the leisure time of individuals shall not be established.

120.4. Use of Films. No film not related to the instruction given in a class may be shown during the class.

120.5. Classes for Adults. All classes for adults must have an educational purpose and the class period shall be devoted to instruction.

121. Records and Reports. (a) The authorities of each school district maintaining evening schools and classes for adults shall keep such records and shall make such reports relating to such schools and classes as may be required by the bureau or Superintendent of Public Instruction.

(b) Course outlines in all subjects shall be on file on forms prescribed by the bureau and be subject to inspection.

122. Administration—General. (a) In school districts which had a total of less than 100 units of average daily attendance in classes for adults during the preceding fiscal year, the governing board shall make a minimum assignment of properly credentialed personnel for administration, supervision, evaluation, curriculum development, and guidance in the adult education program equivalent to one day per year for each unit of average daily attendance during the preceding fiscal year.

(b) Each class for adults established shall be maintained in connection with the school furnishing the administrative and supervisory services for such class.

122.01. Administration—Classes for Adults in Connection with High School. (a) In a school district maintaining classes for adults in connection with a high school which had a total average daily attendance in excess of 99 units in such classes for adults during the preceding fiscal year, a separate evening high school or schools shall be established by the governing board of the district as a separate administrative unit. The administrator of each school shall be a properly credentialed person who is not a principal or a full-time vice principal of an elementary or secondary school.

(b) In a school district maintaining classes for adults in connection with a high school which had a total average daily attendance in such classes for adults from 100 through 199 during the preceding fiscal year, a properly credentialed administrator shall be assigned a minimum of half time to each evening high school.

(c) In a school district maintaining classes for adults in connection with a high school which had a total average daily attendance in such classes for adults from 200 through 299 during the preceding fiscal year, a properly credentialed administrator shall be assigned full time to each evening high school.

(d) In a school district maintaining classes for adults in connection with a high school which had a total average daily attendance in such classes for adults from 300 through 399 during the preceding fiscal year, in addition to a full-time properly credentialed administrator for each evening high school, a properly credentialed person shall be assigned a minimum of one-fourth time to such adult education program for the purposes specified in subdivision (a) of Section 122.

(e) In a school district maintaining classes for adults in connection with a high school which had a total average daily attendance in such classes for adults in excess of 399 during the preceding fiscal year, in addition to a full-time properly credentialed administrator for each evening high school, a properly credentialed person shall be assigned a minimum of half time to such adult education program for each 200 units of average daily attendance in excess of 200 for the purposes specified in subdivision (a) of Section 122.

122.02. Administration—Classes for Adults in Connection with Junior College. (a) In a school district maintaining classes for adults in connection with a junior college which had a total average daily attendance in excess of 100 units in such classes for adults during the preceding fiscal year, a plan of administration of such adult education program shall be submitted to the bureau for approval.

(b) A plan of administration shall not be approved unless the proposed assignment of personnel for administration, supervision, evaluation, curriculum development, and guidance is at least equal to that prescribed in Section 122.01 for a school district maintaining classes for adults in connection with a high school.

(c) In computing the total average daily attendance during the preceding fiscal year in classes for adults for the purpose of determining the minimum time assignments of personnel for administration, supervision, evaluation, curriculum development, and guidance of the adult education program, there shall be included the average daily attendance in all classes for adults and in all other classes of the district in which 75 percent or more of the enrollment consisted of adults as defined in Education Code Section 5756. The word "enrollment" as used herein means the total number of individuals enrolled in a class during the period of time the class was conducted.

(d) A district maintaining a junior college, by prior authorization of the governing board, may grant credit toward an associate degree to individual students who have completed courses established as classes for adults, provided those classes have been maintained in connection with a junior college or an evening junior college.

122.1. Evening Schools. (a) An approved evening school shall provide counseling and guidance services adequate to meet the needs of the students attending classes of such school.

(b) An evening school shall be conducted for not less than two hours per day for not less than four days each week for not less than 128 days during a school year.

(c) There shall be established in each evening school a program of studies based upon the educational needs of persons eligible to admission thereto.

(d) In each evening school there shall be provided at least one of the following curricula:

(1) A general curriculum which includes courses in at least six of the following areas:
  (A) Americanization
  (B) Business Education
  (C) Crafts
  (D) Civic Education and Special Fields
  (E) Elementary Subjects
  (F) English
  (G) Fine Arts
  (H) Foreign Languages
  (I) Health and Physical Education
  (J) Homemaking
  (K) Industrial Education and Agriculture
  (L) Mathematics
  (M) Parent Education
  (N) Sciences
  (O) Social Sciences

(2) A vocational curriculum with related instruction in:
  (A) English
  (B) Applied Science
  (C) Applied Mathematics
  (D) Such other courses as are necessary to provide information relative to the subject matter of the vocational instruction.

123. Classes in Physical Education. (a) Classes for adults in physical education shall include only those organized primarily for instruction to:

(1) Develop individual and public safety through swimming and life saving.
(2) Develop leaders in physical and recreational education.
(3) Provide education for improved posture, efficient body movement, and physical conditioning.

(b) For apportionment purposes no classes for adults in dancing or recreational physical education shall be approved.

(c) Recreational physical education is defined as that phase of the activity program organized primarily for adult participation as a recreational outlet. Included in this definition are all classes organized primarily for participation in sports and games. This does not apply to classes organized under Section 123 (a).

(d) Such facilities, equipment, and supplies shall be provided as will insure an appropriate instructional program including laboratory experience. Adequate dressing rooms, towels, and hot and cold showers shall also be provided.

(e) The number in attendance in any one class shall be held to an optimum student-teacher ratio according to the type of instruction. The bureau shall publish to schools maintaining classes the maximum limits prescribed for each type of instruction.

(f) All applications for approval of physical education classes must be accompanied by evidence that the program is instructional. Requests for approval must include the following information on forms prescribed by the bureau:

(1) Purpose of course.
(2) Instructional units (in detail).
(3) Hours planned for each unit.
(4) Maximum student-teacher ratio permitted.
(5) Methods and procedures to be used.

(g) The instructional units for each course shall be approved by the bureau.

(h) The bureau shall prescribe the maximum number of hours allowed for the completion of approved instructional units. The bureau shall publish to all districts maintaining classes for adults in physical education the limitations that have been determined.

(i) Attendance of persons who have completed the maximum number of hours allowed for an approved course in physical education shall not thereafter be counted in such course.

124. Forum Series. (a) A forum series is hereby defined as a class for adults which provides for the free discussion of public affairs under qualified leadership.

(b) A forum series shall be conducted in such a manner as to provide opportunity for active participation in discussion by the members. Enrollment in a forum series shall be limited for the purpose of insuring such participation.

(c) Each forum series must comprise at least four class sessions relating to the same general topic. Not more than one session in the same forum series shall be held during the same day.

(d) The subject for discussion at any class session may be presented by the regular forum leader or by other qualified persons, but in either case the forum leader shall be responsible for the leadership and guidance of discussion.

(e) Each forum series shall be submitted for approval to the bureau and must be approved by the bureau prior to the first meeting of the forum series in order for attendance upon class sessions of the forum series to be credited for purposes of the apportionment of school funds.

(f) Each class session of a forum series shall be of evident educational value. Attendance upon any class session of a forum series which is primarily for entertainment purposes or which is conducted for the general public rather than for regularly enrolled members of the forum series shall not be credited for apportionment purposes.

(g) Each forum series shall be conducted under the general supervision and direction of an employee of the school district who is legally certificated for such service.

(h) The number of persons attending each class session of a forum series shall be limited to a number which will permit effective participation in discussion by the members of the forum series. Only the attendance of those persons who are regularly enrolled in a forum series and who attend the sessions shall be credited to the district for apportionment purposes.

(i) If the attendance at any two consecutive class sessions of a forum series exceeds 400 persons, the principal of the school maintaining the forum series shall immediately notify the bureau, presenting an estimate of the probable attendance at subsequent class sessions of the forum series and such other information as the bureau shall require. The bureau shall thereupon review the evidence and determine whether (a) the attendance shall be reduced, (b) a second forum series shall be organized, or (c) the forum series shall be permitted to continue with the attendance for apportionment purposes limited in accordance with directions outlined by the bureau.

125. Supplementary Lectures. In classes for adults in which lectures are used to supplement the instructional work of the teacher regularly employed to teach the class, only the attendance of those persons regularly enrolled in the class and in attendance shall be credited to the district for apportionment purposes.

126. Lecture Series. (a) Lecture series on topics not related to public affairs shall be reported to the bureau prior to the first meeting of any series.

(b) All members of the group whose attendance is counted must be regularly enrolled.

(c) Lecturers must hold either a state credential authorizing teaching service in classes for adults or a lecture permit.

(d) The series of lectures must be on related topics and of clear educational value.

(e) Each lecture series must comprise at least four class sessions related to the same general topic unless a fewer number of sessions have been approved by the bureau. Not more than one session in the same lecture series shall be held during the same day.

(f) No person shall be counted in attendance in a lecture series who has not been in attendance for at least two sessions of the approved series.

(g) Film presentations may be used only to supplement a lecture when specifically related to the lecture program and the number of films used in a series shall be approved by the bureau. Evidence must be presented that the proposed film contributes to the understanding of the related topic.

127. Crafts. (a) In any field of crafts, including leather, clay, plastic, metals, and needle craft, the course outline on file as required in 121 (b) shall include a statement stipulating the maximum number of hours allowed for the course.

(b) The request for approval of each course must include a statement of the maximum number of hours allowed for its completion. The maximum number of hours allowed for completion is subject to approval of the bureau.

(c) Attendance of persons who have completed an approved course in a craft shall not thereafter be counted in such course.

Classes for Adults in County Jails, Industrial Farms, and County or Joint County Road Camps

129.3. Definition of Payment for Attendance. (a) Pupils attending a class for adults shall be deemed to be "paid for such attendance" within the meaning of Education Code Section 5753 when all of the following conditions exist:

(1) Class membership is composed of persons regularly employed by one company, concern, or agency, public or private.
(2) Class is conducted on other than school premises.
(3) Class is conducted during the hours of employment of the class members.

(b) The provisions of this section shall not apply to classes in hospitals for military personnel.

129.35. Scope. The provisions of this article apply to all adult schools and to all classes for adults maintained by high school districts, junior college districts, and unified school districts maintaining classes for inmates of any county jail, county industrial farm or county or joint county road camp.

129.36. Approval. (a) Each class must be approved each year by the Bureau of Adult Education of the State Department of Education as one established and maintained in conformity with law and this Article as a condition to the crediting of attendance for apportionment purposes. Classes will be approved by the Bureau in the following areas:

(1) Americanization
(2) Elementary subjects
(3) English
(4) Mathematics
(5) Social sciences
(6) Vocational subjects

(b) Each class maintained in the areas of instruction listed in (a) shall be a part of a total curriculum leading to completion of the requirements for an elementary certificate or a high school diploma of graduation.

(c) Each class for adults may be established by the governing board for the current academic year only with the prior approval of the Bureau on forms prescribed and furnished by the Bureau.

129.37. Compliance with Regulations. No class will be approved which does not comply with these regulations. If any regulation is violated with respect to any class which has been approved, such approval will be withdrawn.

129.38. Attendance and Enrollments. The attendance of only those persons regularly enrolled in a class shall be counted. A person is regularly enrolled in a class only when his enrollment has been entered on forms which meet the requirements of the Bureau. Sign-up sheets used at a class session for attendance keeping purposes shall not be considered sufficient evidence to constitute regular enrollment. No adult shall be enrolled in a class when the anticipated period of his attendance will be less than 60 hours.

129.39. Classes Not Permitted. Classes for recreational or entertainment purposes or for the sole purpose of occupying the leisure time of individuals shall not be established pursuant to this Article.

129.40. Use of Films. Films unrelated to the instruction given in a class may not be shown during the class.

129.41. Educational Purposes. All classes for adults shall have an educational purpose and the class period shall be devoted to instruction.

129.42. Records and Reports. The authorities of each school district maintaining classes for adults shall keep records and make reports to the Bureau or Superintendent of Public Instruction on the following items:

(a) Total number of enrollees during the reporting period specified.

(b) Total number of hours of adult attendance for reporting periods specified.

(c) Current expense for the vocational training and rehabilitation of inmates confined to the county jail or road camp shall be direct expenses of "instruction," and "fixed charges," as defined in the California School Accounting Manual. The expenses shall be incurred solely for such classes and shall be readily identifiable in the records of the district. Proration of salaries shall be based on actual time spent on the program. The expenses of "instruction," and "fixed charges" used as basis for computing the allowances shall be reported in compliance with instructions on forms prescribed and furnished by the Superintendent of Public Instruction.

129.43. Administrative Services. Average daily attendance in classes for adults for prisoners shall be added to average daily attendance in all classes for adults maintained by the school district in meeting the computation requirements of Sections 122, 122.01, and 122.02.

129.44. Counseling and Guidance Services. Administrative services to persons enrolled in classes for adults for prisoners shall include educational counseling to insure appropriate choice of educational goals, placement at appropriate levels of instruction, and adequate records of achievement.

129.45. Security Requirements. Security requirements and services shall be under the direction of the director of the custodial facility. The director of the custodial facility may require that school district personnel conform to security regulations.

129.46. Statement of Understanding and Responsibility. The school district and the county board of supervisors shall enter into a written agreement that establishes the responsibility of the school district for maintaining the educational program and provides for services, facilities, and excess cost payments to the school district that may be necessary to carry on the educational program in adult education classes for prisoners. The board of supervisors shall specify in the agreement the total amount of money to be paid to the school district to meet the district's current expenses of instruction that are not reimbursed by state apportionments.

Schools or Classes at Tuberculosis or Polio Wards, Hospitals or Sanatoriums Maintained by a County or Group of Counties

129.50. Scope. The provisions of this article apply to a school district maintaining a school or classes at a tuberculosis or polio ward, hospital or sanatorium maintained by a county or group of counties.

129.51. Maintenance. A school or classes at a tuberculosis or polio ward, hospital or sanatorium may be maintained by a school district for the level authorized by law, as a regular day elementary, high school, or junior college school or classes, an approved evening high school, an approved evening junior college, or approved classes for adults.

129.52. Administration and Counseling. (a) *Evening Schools and Classes for Adults.* The administration and counseling for evening schools and classes for adults shall be as set forth in Sections 122, 122.01, 122.02, and 122.1 (a) of this title.

(b) *Regular Day Schools or Classes.* When the school is maintained as a regular day school or the classes are connected with a regular day school, the administration and counseling pattern shall be the same as that employed in other regular day schools of the district. However, if 75 percent or more of the enrollment in any junior college class so maintained consists of adults as defined in Education Code Section 5756, the provisions of Section 122.02 of this title shall apply to such class in regard to the assignment of personnel therein described.

129.53. Attendance Accounting. (a) A day of attendance for apportionment purposes is:

(1) For a pupil taught by individual instruction, as provided in Education Code Section 11202.
(2) For all other pupils, 180 minutes.

(b) *Counting Attendance.* Attendance shall be counted as specified in the indicated Education Code section or subsection of Section 9 of this title as follows:

(1) Evening schools and classes for adults—Section 9 (f) of this title.
(2) Regular day schools or classes—Section 9(b), 9(c), or 9(d) of this title, as applicable to the grade level.
(3) Individual instruction—Education Code Section 11202, except that Section 9(j) of this title shall apply to pupils enrolled for less than a clock hour.

(c) *District Credited.* When two or more school districts authorized to establish schools of a different grade level operate such schools or classes and jointly employ personnel to administer and conduct the program, the attendance shall be credited to the several school districts appropriate to the authorized grade level of instruction.

Destruction of Records of a School District

3015. Definitions. (a) *Records.* "Records," as used in this article, mean all records, maps, books, papers, and documents of a school district which are referred to in Government Code Sections 6200 and 6201, including any record required by law to be kept or which is kept as necessary or convenient to the discharge of official duty.

The term includes one exact copy of an original, made by carbon or other duplicating process other than a photostatic or microfilmed copy, when the original is required by law to be filed with another agency, but excludes additional carbon or other such copies. The governing board is hereby authorized to destroy such additional carbon or other copies at any time by any method and without compliance with any other provision of this article.

3016. Permanent Records. Unless a microfilm copy is permanently retained in lieu thereof, the original of each of the records listed in this section, or one exact copy thereof when the original is required by law to be filed with another agency, is a permanent record and shall be retained indefinitely unless a shorter period of retention is specified in Section 3017 and has elapsed at the date of destruction. Good administrative practice requires that documents for which a period of retention is so specified shall be retained for the retention period even though microfilmed.

APPENDIX D

Selected References[1]

Books

Adams, James Truslow. *Frontiers of American Culture; A Study of Adult Education in a Democracy*. New York: Charles Scribner's Sons, 1944.

This study of adult education in America presents the viewpoints of a well-known historian.

Adult Education Outlines of an Emerging Field of University Study. Edited by Gale Jensen and Others. Washington, D.C.: Adult Education Association of the U.S.A., 1964.[2]

Adult education is examined as a newly developing field of educational practice and as a professional area for graduate study.

Blakely, Robert J. *Adult Education in a Free Society*. Toronto: Guardian Bird Publications, 1958.

This is a collection of speeches on adult education by the vice-president of the Fund for Adult Education.

Cass, Angelica W. *Adult Elementary Education.* New York: Noble and Noble, 1956.

Many practical suggestions for citizenship preparation programs and basic education of adults are offered in this book by an author with long experience in the field.

Community Education. The fifty-eighth Yearbook of the National Society for the Study of Education, Part I. Edited by Christian O. Arndt. Chicago: University of Chicago Press, 1959.

The need for basic education and literacy programs in many countries of the world is discussed in this yearbook. The programs in the United States and abroad include examples on teaching adults to read, instructional materials, and leadership training.

Dyer, John P. *Ivory Towers in the Market Place, the Evening College in American Education*. New York: Bobbs-Merrill Co., Inc., 1956.

This is a study of the development of the evening college, its place in the community, its curriculum, and the personnel involved.

Education for Later Maturity. Edited by Wilma Donahue. New York: Whiteside Publishers, 1955.

Descriptions of adult education programs and a philosophy of such programs are given in this handbook.

Focus on Public School Adult Education. Yearbook of the National Association for Public School Adult Education. Washington, D.C.: National Association for Public School Adult Education. Annual editions 1961 to 1964.

Association activities and statistical information on the field of adult education are reported in these yearbook editions.

Grattan, C. Hartley. *In Quest of Knowledge*. New York: Association Press, 1955.

An analysis and interpretation of the historical evolution of education for adults are presented here.

Houle, Cyril O. *Continuing Your Education.* New York: McGraw-Hill Book Co., Inc., 1964.

This book on adult learning is written for the adult student and presents many suggestions for more effective learning.

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[1] Prepared by Thomas F. Damon and the Research Committee of the California Association of Adult Education Administrators in cooperation with the State Department of Education.

[2] In 1964, this organization transferred its headquarters from Chicago to Washington, D.C.

Houle, Cyril O. *The Inquiring Mind: A Study of the Adult Who Continues to Learn.* Madison: University of Wisconsin Press, 1961.

This is a report of a research study on individuals who continue to learn.

Kempfer, Homer. *Adult Education.* New York: McGraw-Hill Book Co., Inc., 1955.

The purposes, development, organization, and other aspects of adult education are presented.

Kidd, J. R. *Financing Continuing Education.* New York: The Scarecrow Press, Inc., 1962.

The author examines various philosophies of adult education financing and practices in various states and countries.

——. *How Adults Learn.* New York: Association Press, 1959.

This book discusses learning throughout life, the capacity of adults for learning, and motivation and theory in the teaching of adults.

Klein, Paul E., and Ruth E. Moffitt. *Counseling Techniques in Adult Education.* New York: McGraw-Hill Book Co., Inc., 1946.

This guide covers student orientation, interviewing techniques, group and individual counseling, and educational and occupational counseling. Emphasis is on the school situation.

Knowles, Malcolm S. *The Adult Education Movement in the United States.* New York: Holt, Rinehart and Winston, Inc., 1962.

The history of the development of adult education in the United States is presented with some predictions for the future.

——. *Handbook of Adult Education in the United States.* Chicago: Adult Education Association of the U.S.A., 1960.[2]

In this guidebook various authors present articles on common concerns, resources, and program areas in adult education.

——. *Informal Adult Education.* New York: Association Press, 1950.

A philosophy of adult education is presented, and methods and organization are discussed.

Miller, Harry L. *Teaching and Learning in Adult Education.* New York: The Macmillan Company, 1964.

This book treats the social and psychological approach to adult teaching as well as methods of instruction and evaluation.

Morgan, Barton, Glenn E. Holmes, and Charles E. Bundy. *Methods in Adult Education.* Danville, Ill.: Interstate Printers & Publishers, 1960.

Fundamental principles and techniques of teaching mature people are presented in practical form.

An Overview of Adult Education Research. Edited by Edmund DeS. Brunner and Others. Chicago: Adult Education Association of the U.S.A., 1959.[2]

This book summarizes research in the various areas of adult education, including adult learning motivation, attitudes, participation, organization, and methods.

Peers, Robert. *Adult Education, a Comparative Study.* New York: Humanities Press, 1958.

Adult education in various countries is described.

Powell, John Walker. *Learning Comes of Age.* New York: Association Press, 1956.

This book discusses aims, agencies, and areas of adult learning, and it offers suggestions for the organization of adult education programs.

Pressey, Sidney L., and Raymond G. Kuhlen. *Psychological Development Through the Life Span.* New York: Harper & Bros., 1957.

Adjustments to psychological change in the adult years of life are discussed.

Public School Adult Education; A Guide for Administrators (Revised Edition). Washington, D.C.: National Association of Public School Adult Educators, 1963.[2]

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[2] Now called National Association for Public School Adult Education.

This guide for teachers and administrators, written by various leaders in adult education, includes information on classroom curriculum, administration, counseling, finance, and public relations.

Public School Adult Education 1965 Almanac. Washington, D.C.: National Association for Public School Adult Education, 1965.

This publication replaces *Focus* as an annual report of the activities of the National Association for Public School Education. The membership list is included.

Sheats, Paul H., and Others. *Adult Education: The Community Approach.* New York: Dryden Press, 1953.

The scope, purpose, organization, and methods of providing adult education programs are discussed.

Snow, Robert H. *Community Adult Education.* New York: G. P. Putnam's Sons, 1955.

Methods of organizing and maintaining adult education programs are presented.

Sorenson, Herbert. *Adult Abilities.* Minneapolis: University of Minnesota Press, 1938.

While this book is based on a study of adults in university extension classes, there is much here that relates to adult education in general.

Staton, Thomas F. *How to Instruct Successfully.* New York: McGraw-Hill Book Co., Inc., 1960.

As a basic textbook on adult education teaching methods, this book covers adult learning, classroom methodology, preparation of materials, evaluation, and other practical information.

Study Guide for Evaluation of Adult Schools. Los Angeles: California Association of Adult Education Administrators, 1962.

This guide prepared by adult educators has been adopted by the Western Association of Schools and Colleges for use in the accreditation of adult schools.

Thorndike, Edward L. *Adult Interests.* New York: The Macmillan Co., 1935.

This study of the ways in which the interests of adults change with age shows how these interests may be related to the curriculum of part-time adult education programs and to methods of teaching adults.

Thorndike, Edward L., and Others. *Adult Learning.* New York: The Macmillan Co., 1928.

This book is still one of the most important contributions in the field. It contains research and studies on the psychology of teaching adults.

Venn, Grant. *Man, Education, and Work.* Washington, D.C.: American Council on Education, 1964.

This book on post-secondary vocational and technical education discusses historical background, current major issues, manpower needs, and the federal government in technical and vocational education.

Booklets and Monographs

Adult Education Theory and Method: Adult Learning. Edited by Verner Coolie and Thurman White. Washington, D.C.: Adult Education Association of the U.S.A. 1965.[2]

Architecture for Adult Education. Commission on Architecture of the Adult Association of the U.S.A. Chicago: Adult Education Association of the U.S.A. 1957.[2]

The Case for Adult Education. Washington, D.C.: National Association of Public School Adult Educators, 1960.[3]

The Continuing Learner. Edited by Daniel Solomon. Chicago: Center for the Study of Liberal Education for Adults, 1964.[4]

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[4] This organization transferred its headquarters from Chicago to Brookline, Mass.

Counseling and Interviewing Adult Students. Washington, D.C.: National Association of Public School Adult Educators, 1960.[3]

Crabtree, Arthur P. *Civic Education: Programs for Adults*. Washington, D.C.: National Association of Public School Adult Educators, 1960.[3]

Creating a Climate for Adult Learning. Edited by Herbert C. Hunsaker and Richard Pierce. Chicago: Adult Education Association of the U.S.A., 1959.[2]

Effective Public Relations. Chicago: Adult Education Association of the U.S.A. 1957.[2]

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How Adults Can Learn More—Faster. Washington, D.C.: National Association of Public School Adult Educators, 1961.[3]

How to Lead Discussions. Chicago: Adult Education Association of the U.S.A., 1955.[2]

How to Teach Adults (Leadership Pamphlet No. 5). Chicago: Adult Education Association of the U.S.A., 1955.[2]

Hurlbut, Edward V. *An Analysis of the Support of Public School Adult Education*. California Teachers Association Research Bulletin No. 104, May, 1957. Burlingame, Calif.: California Teachers Association, 1957.

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Mather, Louis K. *The New American School for Adults*. Washington, D.C.: National Education Association, Division of Adult Education Service, 1955.

Olds, Edward B. *Financing Adult Education in America's Public Schools and Community Councils*. Washington, D.C.: Adult Education Association of the U.S.A., 1954.[2]

Psychological Backgrounds of Adult Education. Notes and Essays on Education for Adults, No. 40. Edited by Raymond G. Kuhlen. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1963.[4]

Smith, E. H., and M. P. Smith. *Teaching Reading to Adults*. Washington, D. C.: National Association for Public School Adult Education, 1962.

Sociological Backgrounds of Adult Education. Notes and Essays on Education for Adults, No. 41. Edited by Hobert W. Burns. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1964.[4]

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CAAEA Newsletter. California Association of Adult Education Administrators, Room 3, 199 West Las Tunas Drive, San Gabriel, California 91776.

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